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S. Hrg. 99-131

OVERSIGHT OF GALLAUDET COLLEGE AND THE NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

HEARING

BEFORE THE

SUBCOMMITTEE ON THE HANDICAPPED

OF THE

COMMITTEE ON
LABOR AND HUMAN RESOURCES
UNITED STATES SENATE

NINETY-NINTH CONGRESS

FIRST SESSION

ON

EXAMINING THE ROLE THESE INSTITUTIONS PLAY IN SERVICES THE FEDERAL GOVERNMENT PROVIDES TO THE NATION'S DEAF STUDENTS

JUNE 11, 1985

Printed for the use of the Committee on Labor and Human Resources

U.S. GOVERNMENT PRINTING OFFICE
50-400 O WASHINGTON : 1985

5541-55

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OVERSIGHT OF GALLAUDET COLLEGE AND THE NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

TUESDAY, JUNE 11, 1985

U.S. SENATE,
SUBCOMMITTEE ON THE HANDICAPPED,
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Washington, DC.

The subcommittee met, at 9:30 a.m., in room SR 428-A, Russell Senate Office Building, Senator Lowell P. Weicker, Jr. (chairman of the subcommittee) presiding.

Present: Senators Weicker and Nickles.

OPENING STATEMENT OF SENATOR WEICKER

Senator **WEICKER.** This oversight hearing has been convened to review the accomplishments, current status, and future direction of Gallaudet College and the National Technical Institute for the Deaf [NTID]. Both of these schools provide high quality services for deaf students, services that address a critical need, services which are clearly a Federal responsibility.

Congress has provided virtually all the funding for Gallaudet College for over 120 years, and for NTID since 1965. As chairman of both this Subcommittee on the Handicapped and the Appropriations Subcommittee which funds these programs, I can certainly testify to the high quality services they offer. Since there has never been any formal congressional oversight by Congress—other than appropriations hearings—the Subcommittee on the Handicapped has set aside this time to examine these fine programs in depth, and that is what we will do today.

In preparation for this oversight hearing, I requested that GAO conduct a study of Gallaudet and NTID—a study to examine how these programs are accomplishing their missions.

I look forward to hearing GAO's recommendations today, as well as those of Dr. Lee, president of Gallaudet, and Dr. Castle, director of NTID. I know that all of you responsible for these programs have spent considerable effort in self-evaluation activities prompted by these oversight hearings.

Many changes have occurred in deaf education in the last 20 years. For example, when Congress created NTID in 1965, there were only five other postsecondary programs in the entire country with formal programs for the deaf. At that time, Gallaudet and NTID served more than 80 percent of the deaf students and granted almost all of the academic degrees. Today, there are over 100 such programs, many of them very successful. In 1970, more than 70 percent of the deaf high school graduates in this country came from residential schools for the deaf—totally segregated from their hearing peers. Today, less than 30 percent of deaf high school graduates come from residential schools—the overwhelming majority are now mainstreamed into high school programs with their hearing peers.

As Doctors Lee and Castle have been noting for sometime, these monumental changes in the philosophy, practice and legal aspects of deaf education have significant implications for Gallaudet and NTID. These changes do not mean that the Federal Government no longer needs to support these fine schools—indeed, the need for Federal support for deaf education is as great as ever. These changes do mean that the missions and activities of Gallaudet and NTID will have to continue to adjust to meet the challenge of the future. I look forward to hearing more about how we can assist Gallaudet and NTID in meeting the challenge of the future.

Our first witness will be Mrs. Madeleine Will, Assistant Secretary for Special Education and Rehabilitative Services. I particularly appreciate Mrs. Will being willing to juggle her schedule to be with us today. I know that you have to be over on the House side to testify at 10:30, and we will be sure to finish in plenty of time for you to do that.

I gather Madeleine is not here yet. Is that correct? She is on the way. I gather she has an appointment in the House at 10:30. I think that since we are on a tight schedule here, we will have the GAO testify first. I am sure we can hear this testimony and then get on with Madeleine and make sure that Madeleine still gets out of here.

So we have before us William Gainer, is that correct?

Mr. **Gainer**. Yes, sir.

Senator **Weicker**. Mr. Gainer, on April 19, 1984, I requested the General Accounting Office to do a study about Gallaudet College and NTID. Among other things I asked for the cost of the services provided at each school and placement rates of students.

Today, we have Mr. William Gainer, who is an Associate Director of GAO's Human Resources Division, and he is here to review the findings of their report which was released last March 22nd.

Mr. Gainer, why do you not introduce your colleagues and proceed. Your report is part of the record. Your statement will be a part of the record. Why do you not introduce your colleagues, and if you can go ahead and give us an overview of the matters accomplished by GAO.

STATEMENT OF WILLIAM J. GAINER, ASSOCIATE DIRECTOR, HUMAN RESOURCES DIVISION, GENERAL ACCOUNTING OFFICE, ACCOMPANIED BY JAY EGLIN, GROUP DIRECTOR IN CHARGE OF EDUCATION AND EDUCATION PROGRAMS; AND DEBORAH EISENBERG, PROJECT DIRECTOR

Mr. **Gainer**. Thank you, Mr. Chairman.

On my left is Mr. Jay Eglin, who is the Group Director in charge of all of our work on education programs. On my right is the Project Manager for this particular study, Ms. Deborah Eisenberg.

Our testimony today focuses on two issues: the cost of educating postsecondary students and the number of students enrolled at Gallaudet College and the National Technical Institute for the Deaf. We will also comment on the Department of Education's oversight of these institutions.

Using the latest available data for comparison purposes, we found that compared with similar types of schools serving nonhearing impaired students, which is really the only comparison we could make, both Gallaudet and the Technical Institute cost per student were substantially above those of other private and public institutions. Student-faculty ratios were two to three and one-half times lower at Gallaudet and NTID than at other postsecondary schools. In addition, compared with other public and private schools, Gallaudet's and NTID's 1983–84 average annual faculty compensation was lower. In addition, we found that from 1981 to 1984, Gallaudet College had many unoccupied beds in its dormitories, including 192, which is 12 percent, in the fall of 1984. In the fall of 1984, Gallaudet's Model Secondary School for the Deaf was almost 100 students below its student enrollment capacity of 450. School officials told us that Gallaudet needs to improve its recruitment efforts to increase the pool of qualified applicants, and attributed the Model School's underenrollment to a lack of qualified applicants.

On the other hand, in the fall of 1984, the Technical Institute exceeded its designated capacity by 69 students.

Gallaudet College offers associate's, bachelor's, master's, and doctor's degrees. In fiscal year 1984, Gallaudet College received $37.1 million in Federal funds, which comprised about 75 percent of its total revenue. The Technical Institute, on the other hand, concentrates on associate's degrees, but its students can also receive bachelor's degrees and master's degrees from the Rochester Institute of Technology, which is its host organization. In the fall of 1984, NTID had about 1,300 students.

To compare expenditures at Gallaudet College and NTID with other institutions of similar size and programs, we used the most recent information available from the Higher Education General Information Survey, which is compiled by the Department of Education. Gallaudet College's cost per student at about $24,000 was five times higher than the average cost per student for 259 similarly classified public institutions, and three times higher than the average for 160 private institutions. Gallaudet's cost per student was twice as high as the median cost per student for 19 similarly sized institutions which Gallaudet considers to be similar to them, which have the highest total cost per student in the United States.

At NTID, the total cost per student of about $19,771 per year was six times higher than the average cost per student at similar classified vocational-educational institutions, and about twice the cost per student at its host institution, the Rochester Institute of Technology.

Because of the uniqueness of Gallaudet and the NTID's programs, we found it very difficult to reach any conclusion about the reasonableness of their costs. However, certain of their expenses, for example, research and public service, could probably be legitimately excluded from their education mission, thus lowering their cost by a few thousand dollars per student per year. This would not change our conclusion that the costs are substantially above comparable institutions.

Officials at Gallaudet College and NTID also attribute their school's higher cost per student in part to the schools' comparatively lower student-faculty ratios, which they believe are necessary to carry out an educational program for the deaf. To gain some insight on this, we again used data from the Department of Education. In the school years 1981 to 1982, Gallaudet's student-faculty ratio was about seven to one. It has since increased slightly. NTID's was eight to one, and has increased slightly since that time.

Gallaudet's student-faculty ratio was one-third of the average ratio, which was 21 to 1 for similar public and private institutions, and about half that of the median ratio for the 19 high cost schools that I mentioned earlier.

Similarly, NTID's ratio at 8 to 1 was a third of similar institutions. Its student-faculty ratio was also lower, less than half that of its host institution, RIT, which had a ratio of 21 to 1. Costs are also affected by faculty compensation. In this case, the average at Gallaudet $32,400 and the average at NTID of $30,900, were just slightly lower than comparable institutions for the hearing.

It should be noted, though, that although their costs are a little lower, the average rank of their faculty tends to be a little lower than those of other schools. That is they have more instructors proportionately than they do full professors.

Regarding residential enrollment, we found that from 1981 to 1984, Gallaudet College had a considerable number of unoccupied spaces in its dormitories. For example, 192 unoccupied beds or about 12 percent of those available in 1984. Conversely in the fall of 1984, NTID exceeded its 1,250 designated deaf student capacity by 69 students, and had a waiting list of 37 additional qualified applicants.

As regards education oversight, Gallaudet College, its elementary schools and secondary schools, and NTID have a rather unique relationship with the Federal Government. Although many institutions receive financial aid indirectly, these are among the very few which receive a budget directly from the Department of Education.

Annually for each of the institutions, the Department's Budget Systems Division receives their budget requests, and formulates the Secretary's budget, prepares budget submissions, prepares the justification for the Congress, and then testifies before the Appropriations Committees. Periodically through the year, staff from that division meet with officials from these institutions and visit their campuses to assure that the institutions' budget requests are reasonable, and that the schools spend the budgets as planned.

However, the Department's Budget Division does not have the expertise to review programs for deaf education and does not attempt to monitor or evaluate the four schools' academic programs.

The Office of Inspector General also has review authority, but has done limited work at both institutions.

In sum, the Department of Education generally oversees financial and budgetary matters pertaining to the four institutions, but these institutions have not been subjected to any systemic or periodic program evaluation. It appears that the only independent monitoring of program operations at these institutions is largely conducted by the Congress through oversight by this and other Congressional committees. If program evaluation of these institutions is considered desirable by the subcommittee—and we believe such evaluation is consistent with good management practice—then you may wish to develop a more systematic evaluation strategy, and we would be glad to work with the subcommittee in doing so.

[The prepared statement of Mr. Gainer follows:]

United States General Accounting Office
Washington, D.C. 20548

FOR RELEASE ON DELIVERY
EXPECTED AT 9:30 A.M.
June 11, 1985

STATEMENT OF

WILLIAM J. GAINER, ASSOCIATE DIRECTOR

HUMAN RESOURCES DIVISION

BEFORE THE

SUBCOMMITTEE ON THE HANDICAPPED

COMMITTEE ON LABOR AND HUMAN RESOURCES

ON

GALLAUDET COLLEGE AND THE NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Summary of GAO Testimony Before the Senate Subcommittee on the Handicapped Regarding Gallaudet and the National Technical Institute For The Deaf

Most funds to operate Gallaudet College, its elementary and secondary schools, and the National Technical Institute for the Deaf (NTID) are provided by the federal government through annual appropriations. In its March 1985 report, GAO reported that Gallaudet College's and NTID's school year 1981-82 total educational and general expenditures per student were $23,772 and $19,771, respectively. These costs per student ranged from two to five times higher than other public and private postsecondary schools. GAO also found that student-faculty ratios were two to three and one-half times lower at Gallaudet and NTID than at other postsecondary schools. In addition, compared with other public and private schools, Gallaudet's and NTID's 1983-84 average annual faculty compensation was lower.

Regarding student enrollment, GAO found that from 1981 to 1984, Gallaudet College had a considerable number of unoccupied beds in its dormitories, including 192 (12 percent) in the fall of 1984. In the fall of 1984, Gallaudet's Model Secondary School for the Deaf was almost 100 students below its student enrollment capacity of 450. School officials told us that Gallaudet needs to improve its recruitment efforts to increase the pool of qualified applicants, and attributed the Model School's under-enrollment to a lack of qualified applicants.

The Department of Education reviews and approves the institutions' budget requests, but does not monitor or evaluate the schools' educational programs. It appears that any monitoring of program operations is conducted by the Congress through oversight by this Subcommittee and other congressional committees.

Mr. Chairman and Members of the Subcommittee:

We are pleased to be here today to discuss the General Accounting Office's March 1985 report, "Educating Students at Gallaudet and the National Technical Institute for the Deaf: Who Are Served and What Are The Costs?" Our evaluation was conducted at your request. As you know, Gallaudet College also operates the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf. Most funds to operate Gallaudet College, its elementary and secondary schools, and the Technical Institute are provided by the federal government through annual appropriations.

Among other matters, our report analyzed (1) the number and the characteristics of students at the four schools, (2) the services provided and their costs, (3) the total cost per student at these institutions versus other public and private schools, and (4) graduation and placement rates. As requested, our testimony today will focus on two issues: (1) the costs of educating postsecondary students at Gallaudet College and the Technical Institute and (2) the numbers of students enrolled at the institutions compared to each school's capacity. You also asked us to comment on the Department of Education's oversight of the four institutions.

Using the latest available data for comparison purposes, we found that compared with similar types of schools serving nonhearing impaired students, Gallaudet College's and the Technical Institute's

--costs per student in school year 1981-82 were considerably higher;

--student-faculty ratios in school year 1981-82 were considerably lower; and

--average annual faculty compensation in school year 1983-84 was lower.

We compared Gallaudet College and the Technical Institute to institutions for the nonhearing impaired because there are no similar instititions for the deaf in the U.S.

In addition, we found that from 1981 to 1984, Gallaudet College had a considerable number of unoccupied beds in its dormitories, and in the fall of 1984, the Model Secondary School was below its student enrollment capacity. On the other hand, in the fall of 1984, the Kendall School's enrollment was near its capacity, and the Technical Institute exceeded its designated capacity by 69 students.

BACKGROUND

Gallaudet College, the only 4-year liberal arts college for the deaf in the world, is a private, non-profit institution funded by the U.S. government and located in Washington, D.C. It was incorporated by the Congress in 1857. The college offers associate's, bachelor's, master's, and doctor's degrees. In fiscal year 1984, Gallaudet College received $37.1 million in federal funds, which comprised about 75 percent of its total revenue. In the fall of 1984, Gallaudet College had a student enrollment of about 2,000, including graduate students, undergraduates, and nondegree students.

The National Technical Institute for the Deaf--also known as NTID--began operations in 1968 to prepare deaf students for successful employment. It is primarily a 2-year postsecondary technical institution which grants associate's degrees, diplomas, and certificates. In addition, NTID students may enroll in classes or transfer into associate's, bachelor's, and master's degree programs at the Rochester Institute of Technology for which the Rochester Institute is reimbursed.

The establishment of NTID was authorized by the Congress in 1965 in response to the then high unemployment rate among the deaf. Subsequently, the Rochester Institute of Technology, a private 4-year postsecondary institution in Rochester, New York, was competitively awarded a contract to operate NTID. As the "host" institution, the Rochester Institute is reimbursed by the federal government for NTID expenses. In fiscal year 1984, the Rochester Institute received federal funds of $28 million to operate NTID; these funds comprised about 85 percent of NTID's total revenue. In the fall of 1984, NTID had 1,378 students.

COST COMPARISONS

To compare expenditures at Gallaudet College and NTID with expenditures at other institutions that grant similar types and numbers of degrees, we used the most recent information available to us--school year 1981-82 data reported to the Department of Education in its annual Higher Education General Information Survey and compiled by the National Center on Higher Education

Management Systems. For the 1981-82 school year, Gallaudet College's total educational and general expenditures per student were $23,772; NTID's were $19,771.

Gallaudet's cost per student was five times higher than the average cost per student for 259 similarly classified public institutions and three times higher than the average for 160 similarly classified private institutions. Also, Gallaudet's cost per student was twice as high as the median cost per student for 19 of the nation's 20 similarly sized institutions that have the highest total cost per student. We excluded one of the 20 schools from our comparison because we believed its comparatively higher research budget and total costs made it not comparable to the other 19 institutions.

At NTID, the total cost per student was six times higher than the average total cost per student for 171 private 2-year vocational-technical institutions, five and one-half times the average for 273 public vocational-technical institutions, and more than twice as high as the Rochester Institute of Technology's total cost per student. The attachment to this statement illustrates the comparative differences among Gallaudet's and NTID's total costs per student and such costs at other institutions.

In addition, Gallaudet's and NTID's average costs per student in seven of the expenditure categories included in total cost were consistently higher than those of the schools in the comparison groups. (The seven expenditure categories include instruction, research, public service, academic support, student services, institutional support, and plant operations and maintenance.) Gallaudet's costs ranged from 2 to 16 times higher than similar costs for its comparison schools; NTID's costs ranged from 1 and one-half to 224 times higher than similar costs for its comparison schools.

Because of the uniqueness of Gallaudet's and NTID's programs, we did not reach conclusions about the reasonableness of their costs. Gallaudet and NTID officials did give us information regarding their schools' comparatively higher costs. For example, NTID officials said that NTID's research expenditures per student ($896) were six times higher than the Rochester Institute of Technology's and as much as 224 times higher than private 2-year vocational-technical schools. They attributed these higher costs to NTID's mandate to conduct research while these other technical schools do not have a similar program. NTID conducts research on topics that affect the deaf such as communication assessment and training, education and learning, and characteristics of the deaf population.

Likewise, Gallaudet's public service expenditures per student ($2,279) were as much as 16 times higher than similar costs for its comparison schools. They said this situation occurred because Gallaudet expenditures include the costs of operating a law center, college press, and continuing education center--facilities which other institutions may not support.

Comparison of student-faculty ratios

Officials at Gallaudet College and NTID attributed their schools' higher cost per student in part to the schools' comparatively lower student-faculty ratios. To compare student-faculty ratios at Gallaudet and NTID with the ratios at post-secondary institutions granting similar types of degrees, we again used school year 1981-82 data from the Department of Education's Higher Education General Information Survey. We computed the student-faculty ratios using the average full-time equivalent student body and number of full-time instructional faculty. In school year 1981-82, Gallaudet's student-faculty ratio was 7:1; NTID's was 8:1. Gallaudet's student-faculty ratio was three times lower than the average ratio (21:1) for about 230 public and 140 private institutions and two times lower than the median student-faculty ratio (12:1) for the 19 "high cost" schools.

Similarly, NTID's student-faculty ratio was more than three and one-half times lower than the average ratio for either the 825 public or 250 private 2-year institutions. We also compared NTID's 1982-83 student-faculty ratio with that of the Rochester Institute of Technology. In that year, NTID's student-faculty ratio of 9:1 was more than twice as low as its host institution's (21:1).

Comparison of faculty compensation

Instructional costs are also affected by faculty compensation. To compare faculty compensation at Gallaudet and NTID with faculty compensation at similar types of institutions for nonhearing impaired students, we used school year 1983-84 data compiled by the American Association of University Professors. Faculty compensation is made up of faculty salaries and fringe benefits for instructional faculty.

For the 1983-84 school year, compared with 220 public and 75 private institutions which grant similar numbers and types of academic degrees, Gallaudet's average annual faculty compensation of $32,400 was $100 to $600 lower. Compared with seven 2-year vocational-technical institutions located in New York, five New York urban community colleges considered by NTID to be members of its peer group, and the Rochester Institute of Technology, NTID's average faculty compensation of $30,900 was lower by $1,500 to $6,100.

RESIDENTIAL ENROLLMENT

Regarding the numbers of students served at the four institutions, we found that from 1981 to 1984, Gallaudet College had a considerable number of unoccupied beds in its dormitories, including 192 unoccupied beds (12 percent) in the fall of 1984. In the fall of 1984, the Model Secondary School was below its student enrollment capacity, while NTID exceeded its designated capacity. In the fall of 1984, the Kendall Elementary School, a day school with a student enrollment capacity of 200, had an enrollment of 190.

While Gallaudet College has not established a student enrollment capacity, from 1981 to 1984 its dormitories were operating below their student capacity, ranging from 13 percent below in the fall of 1983 to 22 percent below in the spring of

1984. Gallaudet officials told us that their recruitment efforts need to be improved to increase the pool of qualified applicants. In this regard, Gallaudet officials estimated that in each year from 1979 to 1983, on the average about

- --50 percent of those who applied met Gallaudet's minimum admissions test score requirements, and
- --58 percent of those who were accepted enrolled.

Of those students who enrolled, 70 percent were placed in Gallaudet's preparatory program, a special one year program for students who are not academically prepared for undergraduate studies.

In the fall of 1984, enrollment at the Model Secondary School, which charges no tuition or other fees, was almost 100 students below its capacity of 450. School officials attributed the under-enrollment to a lack of qualified applicants from the school's primary service area--the District of Columbia, Delaware, Maryland, Pennsylvania, Virginia, and West Virginia. Recruitment activities at the Model Secondary School primarily consist of disseminating information to the public. For example, in the 1983-84 school year, although the Model Secondary School did not have a formal recruitment plan, its recruitment activities included publishing information about the school, advertising in newspapers and other publications, exhibiting information at national meetings of educators and parents of the deaf, and working with parents of Model School students who volunteered to talk to parents of prospective applicants.

In the fall of 1984, NTID exceeded its 1,250 designated deaf student capacity by 69 students and had a waiting list of 37 additional qualified applicants. This was the first year in which NTID had a waiting list after the start of the fall quarter.

DEPARTMENT OF EDUCATION OVERSIGHT

Gallaudet College, its elementary and secondary schools, and NTID--four of the six "special institutions" specifically appropriated funds by the Congress--have a unique relationship with the federal government because educational assistance is not ordinarily appropriated for specific institutions. As recipients of federal funds, the four institutions are subject to oversight by the Department of Education through its Budget Systems Division and Office of the Inspector General.

Annually, for each of the institutions the Department's Budget Systems Division

--receives and analyzes their budget requests,

--formulates the Secretary's budget recommendations,

--prepares budget submissions to, and negotiates budget levels with the Office of Management and Budget,

--prepares the Budget Justification provided to the Congress, and

--testifies at Congressional appropriation hearings on the budget requests.

Periodically throughout the year, staff from the

Department's Budget Division meet with officials of the four institutions and visit their campuses to assure that their budget requests are reasonable and that the schools spend their federal funds for the reasons requested. However, the Department's Budget Division staff do not have the expertise to review programs for deaf education, and do not attempt to monitor or evaluate the four schools' academic programs. For example, the Budget Division has never reviewed the quality of education offered at the institutions or the extent or adequacy of services provided to deaf students.

The Department of Education's Office of the Inspector General also reviews financial aspects of the institutions' activities. For example, the Inspector General's Office has reviewed the propriety and reasonableness of costs claimed by NTID, and whether contract costs proposed by Gallaudet for a Communication Skills Development Center were reasonable and allowable.

In sum, the Department of Education generally oversees financial and budgetary matters pertaining to the four institutions, but these institutions have not been subjected to any systemic or periodic program evaluation. It appears that the only independent monitoring of program operations at these institutions is largely conducted by the Congress through oversight by this and other congressional committees. If program evaluation of these institutions is considered desirable by the Subcommittee--and we believe such evaluation is consistent with good management practice--then you may wish to develop a more systematic evaluation strategy and we would be glad to work with the Subcommittee in doing so.

- - - -

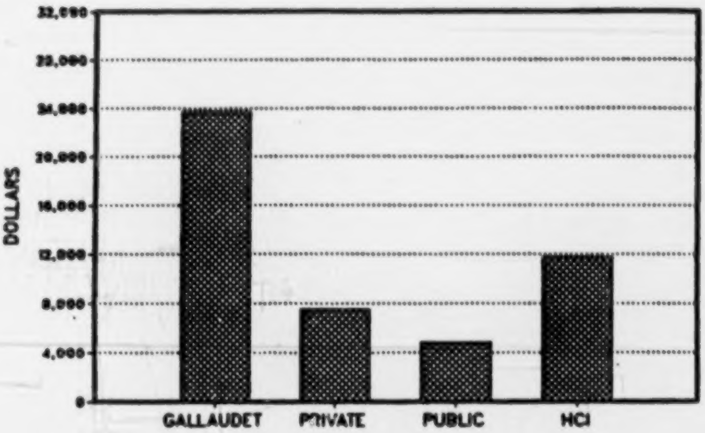
Mr. Chairman, this concludes our statement. We will be happy to answer any questions you or members of your Subcommittee have pertaining to our report.

ATTACHMENT

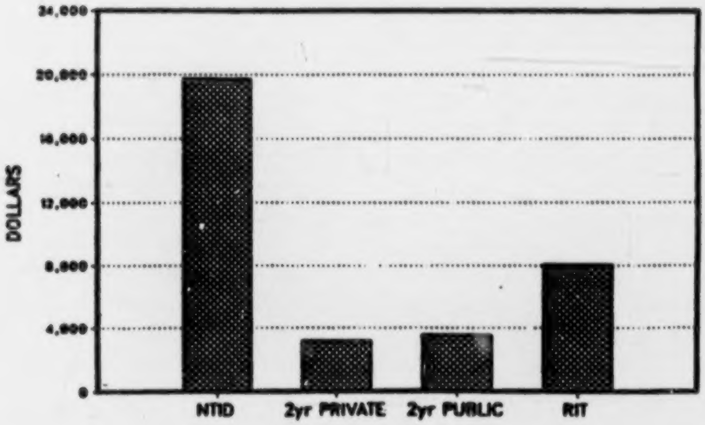
ATTACHMENT

AVERAGE COST PER STUDENT FOR SCHOOL YEAR 1981-82

GALLAUDET COLLEGE VS SIMILAR PRIVATE AND PUBLIC AND "HIGH COST" INSTITUTIONS



NTID VS VOCATIONAL/TECHNICAL SCHOOLS AND THE ROCHESTER INSTITUTE OF TECHNOLOGY (RIT)



Senator **Weicker**. On the last point that you raised, I would concur with the bottom line, the factual bottom line of the lack of oversight. The options are several. I suppose you could put it in a formal way in the Department of Education and assign authority to a unit of that Department. You could create an authorization situation, which presently is lacking.

Most programs, at the very minimum, are authorized for 3 to 5 years at a time. They have to be reauthorized. I am not so sure if that is what we should do. But I know that nothing in this world should go unreviewed, no matter what the cost. Nobody is debating that 1 second. We are talking about close to a $100 million of taxpayers' money yearly. With the exception of budgetary review or appropriations review by my committee, these programs have no program review at all. And the Appropriations Committee does not have staff uniquely qualified to evaluate the program.

I do not want to get the heavy-handed Federal Government all over Gallaudet or NTID, but I do suspect that all of us, from GAO and the Appropriations Committee, all of us have some responsibility to know what is going on with a $100 million, putting it very simply.

Mr. **Gainer**. I would agree.

Senator **Weicker**. Your report did not draw any conclusions about whether the costs were reasonable. Naturally, it would cost more to educate a deaf student than a hearing student.

I wonder if it should be five to six times more, as you point out in your report.

Mr. **Gainer**. We have been giving a lot of thought to that question in preparation for the hearing. I think, given the way that the institutions have been developed, the missions that they have, I think you could expect the costs to be higher for a variety of reasons.

For example, certain functions they have are rather unusual for either a 2-year associate's program or a 4-year liberal arts school. At Gallaudet they carry out a graduate program which, for an institution of its size, has to be very costly. But I think there are a couple of areas that could bear some further scrutiny.

The plant and operations at Gallaudet are very hard to justify. You can explain them by saying the cost per square foot is not dissimilar to other universities or colleges of its size, but it is a little tougher to say that the number of square feet per student is justified. I also think based on discussions we have had recently, that everybody involved is concerned about the student-faculty ratios. I think it is clearly going to have to be higher than a similar school for the hearing, but there are probably some possibilities for improvement that ought to be looked at.

Senator **Weicker**. You mean lower as far as the number of students to the faculty?

Mr. **Gainer**. Yes; other than that, based on the work we did—we tried to look at a great number of types very quickly to prepare for these hearings—we do not think we pinpointed any other cost areas. I do think, though, given the difference between those schools and the comparable institutions, that some more attention ought to be given to their costs.

Senator WEICKER. The staff indicates, and your report indicated, that the annual cost per student at California State College at Northridge is less than one-third the cost at Gallaudet. As I gather, they supply the same type of education as Gallaudet.

Mr. GAINER. We did not review that institution in detail. They do have, as compared to Gallaudet, a host institution that probably bears a lot of the basic costs for the State of California. We are unable to explain the difference of $6,500. I guess, in Northridge, there is $3,000 supplied by the State, $3,500 by the Federal Government per student. That still leaves you with $6,500 as compared with the $24,000 at Gallaudet.

Ms. EISENBERG. One difference in costs can be attributed to the fact that the program at Northridge is a program within a larger institution. It is not a comprehensive institution itself and, therefore, it does not incur such costs as research and public service costs, which Gallaudet and NTID do incur.

Senator WEICKER. That is a big discrepancy.

Mr. GAINER. I think one thing that we were unable to tell for sure, and it came out in the discussions with NTID, is the extent to which some of the research funds and functions of the university may be obscured in the usual seven cost categories that are used by institutions of higher education. For example, NTID believes that it can back out from those categories an amount which is attributable to research which is larger than the amount that shows up in the cost breakout that we have. I should say though that it still does not make that much difference. It may reduce the cost per student by another couple of thousand dollars.

Senator WEICKER. I understand that both Gallaudet and NTID admit students one time per year.

Based on your report, attrition rates at Gallaudet range from 11 to 26 percent in any 1 year. At NTID, attrition is about 38 percent in any 1 year.

Now, I gather whatever the system, beds stay pretty full at NTID, but they do not at Gallaudet.

Does NTID have a system different where indeed students are accepted throughout the year, as opposed to Gallaudet?

Mr. GAINER. I do not believe they do. Do we have that information for NTID? I think they both operate the same way, but you might be better off——

Senator WEICKER. I will ask them that question.

Mr. GAINER. In discussing that particular issue, the justification, uniqueness of the program, and the remedial and communications aspects that both schools have to provide, it may make it difficult to enter students in the middle of the school year. We did not delve into that in great depth, but it looks like an area that might bear some further look by the schools, to see whether their policy is really necessitated by the uniqueness of their problem, or it is something that they have not had to deal with because they have not been forced to.

Senator WEICKER. I want to, first of all, thank GAO for its very complete study of this matter. I think, at the very least, even before any legislative change is being required, I am convinced of one thing. Starting next year, next year's appropriations hearings, I intend to devote a day to NTID and Gallaudet and not have them just cruising in as part of a larger scenario.

Are there any other recommendations that you would like to offer the committee as a result of your report?

Mr. Gainer. I do not believe we have any recommendations.

I would suggest some areas that you might want to look at further when you have your oversight hearings next year.

One is, given their cost per student as compared to other institutions, I think the cost issue should continue to get some further attention this year, and next year, and the year thereafter to make sure that both institutions are doing as good a job as they can. This is not to reflect on the operation.

I personally went out and looked at both schools, and talked to officials at some length, and with the staff on the job. We are not suggesting that these schools are not well run. The question is just whether or not they are as efficient as they could be.

Another concern that arises when you look strictly at the statistics is minority participation at both institutions, Gallaudet College and NTID.

Another question which we could not answer with the information we had was whether the cost of tuition and the cost of travel tends to be a factor in students' choice as to whether or not to go to Gallaudet or NTID, or not to go at all. Students from the west coast going to NTID may have a travel barrier, and we could not determine whether or not financial aid was really available to anybody who wanted to go to those schools.

I am sure that NTID and Gallaudet have a different view of these items, but I think they are items that could bear another look.

Senator Weicker. Before you move on, you alluded to the situation that you felt required a look at minorities.

What is your indication there, that there is a lack of minorities at these two institutions?

Mr. Gainer. Well, at NTID there are only 2-percent black students, and 4.6 minorities. Gallaudet has 20-percent minorities but only 5-percent black.

Without some information to indicate that black students are less likely to be hearing impaired, it just raises the question of whether or not the outreach and the recruiting, or perhaps some economic barrier is getting in the way of adequately serving minority students.

I am not giving you an answer. I am just saying it was a good question that we were unable to pursue during the time that we had for this study.

Another question that I think might bear some look is the question of foreign students and whether or not they should be given access to Gallaudet at the same price as U.S. citizens. And, finally, when you look at the effectiveness of both schools, the question of employment, placement of graduates, and long-term tracking of those graduates to make sure that these schools—Gallaudet and the Technical Institute—that they are having as strong an impact as they can on employment because I think that is the bottom line for both institutions.

Senator **Weicker**. What are your feelings on that? Have you tried to track the thing out there after graduation?

Mr. **Gainer**. Well, we tried to deal with the statistics that they had. Frankly, NTID's statistics were a little easier to use. They do a better job of automating and keeping track of that kind of information. But the placement rates, as I read them, are similar. They are about 50 to 60 percent, some place in that range, depending on how you count. I think both schools can come up with a higher number if they try, depending on how they analyze their statistics. But that excludes people who go into higher education, which is 20 to 30 percent in each case. But we do not know what happens to those students after they complete their graduation. There is no way to get a line on each graduate and what the employment rate is after attending one of these schools.

Senator **Weicker**. Do you not think you obliquely raised the question as to travel costs? Both of these institutions are in the East. Does it not also raise the question as to whether or not better education in this area cannot be accomplished in a more diffuse way; that is, the institutionalization concept, it seems to me, applies to the deaf as much as to anybody else. And is it not so that the state of the art is such that maybe people are better off in getting an education in California, Texas, and Illinois rather than be focusing in on one institution?

Mr. **Gainer**. I wish we could answer that question, but we did not try, and I think it is a very difficult question.

Hearing loss is a very profound handicap. And the communications skills of the student—of a student who goes to a place like Northridge may be much better. They may have come out of the mainstream tradition to begin with, and I think it would take a lot of sorting out to make a judgment as to whether or not you could replicate that model over the country and deemphasize these sorts of programs. I just do not know.

Senator **Weicker**. Because, indeed, the money that the Federal Government spends on the deaf, what, 90 percent goes—educational money—90 percent of this money goes to these two institutions.

Mr. **Gainer**. I think that is about right.

Senator **Weicker**. The staff tells me 98 percent.

Mr. **Gainer**. And the cost is really staggering.

Senator **Weicker**. It does raise the question as to what somebody can do in their educational system in California for $1 million. I gather in the regional postsecondary period, this is going on.

Mr. **Gainer**. One question, I think, would have to be answered there is what are the students like that are admitted to, say, Northridge, or a school like that initially, and what kind of an education do they receive? What are their test scores when they leave an education like that as compared to Gallaudet or NTID? And it is just not clear what that cost-effectiveness ratio is.

One thing that we did not put into the report, though, which gives a person pause when they look at the numbers, is that a Gallaudet student may stay there 5 or 6 years at that postsecondary level. Even if it costs less than $24,000 a year, it is still rather high. Maybe you could back some of that cost out. Suppose you get it down to $20,000 a year and say this is really what is spent on the education component. You are talking about $20,000 a year for 6 years, and that is a lot of money.

And I think, as a public policy, there really should be a closer look at this cost comparison between the mainstreaming approach and the Gallaudet or NTID approach.

Senator **Weicker**. Well, thank you very much. I appreciated your testimony.

There will be other questions for submission in the record. I know we have Ms. Will waiting to testify. I have a feeling that we will be seeing you again next year, and thank you for your work.

Mr. **Gainer**. Thank you very much, Mr. Chairman.

[Responses of Mr. Gainer to questions submitted by Senator Weicker follows:]

William J. Gainer response to Chairman Weicker's questions related to June 11, 1985, hearing on Gallaudet and NTID

Question:

At this point Gallaudet and NTID have a permanent authorization. Most special education programs are authorized for 3 to 5 years at a time. In your opinion, what would be the pro's and con's of putting Gallaudet and NTID on a similar reauthorization schedule?

Our comment:

As we stated in our testimony, the Department of Education's oversight of these institutions is limited to financial and budgetary matters. The institutions are not subjected to any systemic or periodic review, with the exception of congressional hearings such as the Subcommittee periodically conducts. The advantage of authorizing Gallaudet and NTID for three to five years is that it would provide regular and periodic congressional oversight of the institutions. Such oversight would (1) likely lead to an increase in the institutions' accountability for spending its appropriations effectively and in accordance with congressional intent and (2) provide a mechanism for the Congress to periodically fine tune the institutions' programs to adjust to changing circumstances over time. On the other hand, short authorization periods puts an added stress on the Congress' limited time which might argue for a five year rather than the 3 year authorization.

Question:

According to your report, Kendall Demonstration Elementary School spends 3.4 million dollars in research and demonstration. That's over $18,000 per student per year in research and demonstration. Does this seem unusual to you? For what exactly is the $18,000 per child research expenditure used?

Our comment:

We reported that in school year 1983-84 the Kendall Demonstration Elementary School (KDES) spent 51 percent of its budget for research and demonstration, which amounted to about $3.4 million or $17,000 per student. Research and demonstration are responsibilities specifically legislated to KDES which other institutions would not have, and such costs would not be generally included in per student costs. Therefore, since research is not related to the number of students, a per student comparison of the costs with other institutions is not too meaningful. According to information we subsequently obtained from Gallaudet the following comprised KDES' research and demonstration expenditures:

--Curriculum development and evaluation. This component made up 44 percent ($1,500,000) of KDES' research and demonstration costs. This activity includes developing and evaluating instructional materials and learning activities for hearing-impaired children, which are subsequently disseminated to educators of the deaf.

--Dissemination. This activity comprised 32 percent ($1,080,000) of KDES' research and demonstration costs. Dissemination includes providing instructional materials, periodical publications, and training and technical assistance to academic professionals, administrators, teachers, parents, and students throughout the nation.

--Research. Research costs comprised 14 percent ($482,000) of KDES' research and demonstration expenditures. KDES' research program is focused on early childhood development of hearing-impaired children, family interactions, and communication and literary skills. In addition, assessment instruments for measuring educational achievement and social-emotional development are developed and disseminated nationally. In school year 1983-84, KDES was funding six research projects: (1) Annual Survey of Hearing-Impaired Children and Youth ($101,000), (2) Development and Standardization of the SAT-HI ($135,000), (3) Neurobehavioral Assessment of Deaf Children and Adolescents ($58,000), (4) Follow-up of Infants at Risk for Hearing-Impairment ($48,000), (5) Interaction of Mothers and Deaf Infants in the First Year of Life ($82,000), and (6) Developing Literacy in 3- to 8-Year Old Deaf Children ($58,000).

--Diagnostic services. These costs made up 10 percent ($340,000) of KDES' research and demonstration expenditures. Diagnostic services include developing diagnostic methods, and providing professional assistance and consultation to local education agencies. For example, the diagnostic services program developed and disseminated nationwide an auditory skills guide to help school districts deal with auditory needs of hearing-impaired students.

During the course of our review, we attempted to compare KDES' costs with costs at similar schools. However, we were unable to identify any other day schools for the deaf that have research programs. Therefore, we have no basis for comparing KDES' research and demonstration costs in order to determine their reasonableness.

Senator Weicker. Our next witness is Madeleine C. Will, Assistant Secretary for Special Education and Rehabilitative Services.

Madeleine, how are you? Go right ahead. I gather you are pressed for time so why do you not start right off.

STATEMENT OF MADELEINE C. WILL, ASSISTANT SECRETARY, OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES, ACCOMPANIED BY THOMAS SKELLY, OFFICE OF PLANNING, BUDGET AND EVALUATION

Ms. Will. I am pleased to have this opportunity to appear before the Senate Subcommittee on the Handicapped to participate in the oversight hearings on the recent accomplishments and future directions of Gallaudet College and the National Technical Institute for the Deaf [NTID], and to examine the role these institutions play in services the Federal Government provides to our Nation's deaf students.

I would like to trace briefly the history of education of deaf persons in this country as part of the broad picture of assessing where we are and looking at future directions for these programs.

Historically, organized postsecondary education of the deaf in this country traces its origin to the establishment of Gallaudet College in 1864. Gallaudet College was established, and continues to be, the only national liberal arts college exclusively for deaf persons in the world.

Following World War II, our society entered a new technological era. This brought with it new and different jobs, and an increasing need among your people for advanced training to fill these jobs. Existing higher education institutions expanded, and new colleges emerged, as evidenced by the phenomenal growth of the 2-year community college.

In the meantime, thousands of deaf young people were graduating from secondary educational programs each year. Some with the aptitudes and interests for a liberal arts education continued to be served by Gallaudet, and some were successful in regular college programs without special services. Most, however, entered the employment marketplace directly upon graduation from secondary programs.

During the late fifties and early sixties, educators, rehabilitation workers, and deaf leaders became actively concerned about the growing gap between vocational demands and training opportunities for deaf people, which was reflected in rising unemployment and underemployment among deaf workers.

This led to passage of the National Technical Institute for the Deaf Act in 1965, and the establishment of NTID as a national postsecondary program for the deaf at Rochester Institute of Technology [RIT], in 1966. This program is currently serving approximately 1,300 deaf students from across the Nation.

Prior to 1975, Federal funds targeted for postsecondary education of the hearing impaired had been limited to Gallaudet and NTID. In addition to these two programs, in 1975, 41 non-federally funded community colleges, technical and vocational institutes, and universities reported some sort of support programs for hearing impaired students. By 1982, that number had increased to 99. I am including in my statement charts that show first, 1982 figures for nonfederally funded programs, and second, growth of postsecondary programs for deaf students in the United States.

Since these programs were established by States rather than the Federal Government, there was little interstate coordination and little or no direct involvement on the part of professional organizations, such as the Conference of Executives of American Schools for the Deaf, or Federal agencies such as the Department of Education.

In the mid-1970's, Congress determined that it was necessary to spread the Federal support to other geographical areas so that deaf students could have the opportunity to attend programs and find employment closer to home. Consequently, the Education for the Handicapped Amendments of 1974 included an authorization for the Regional Education Programs. The amendments established three programs: California State University at Northridge, Seattle Central Community College in Washington, and St. Paul Vocational Institute in Minnesota, with specified sums to be allotted to each. In the following year, 1976, the appropriation was increased, and a program at Delgado College in New Orleans, LA, was added. Also, both Senate and House reports accompanying the Education of the Handicapped Amendments of 1977 provided for the continuation and expansion of the Regional Education Program—now known as Postsecondary Educational Programs for Handicapped Persons—with the stipulation that funding for model programs serving other disabled populations would not be made at the expense of the existing programs serving the deaf.

In fiscal year 1983, a competition was held for the first time, with three of the original four programs refunded. Delgado was replaced by the University of Tennessee's Consortium. OSERS presently has oversight of these programs.

None of NTID's budget comes from private sector donations. A recent study done by GAO indicates several sources of revenue for Gallaudet, including, among other sources, $4.850 million in other Federal grant and contract dollars.

Federal costs for deaf students attending programs located on the other campuses, according to our figures, cover an excess cost of $3,000 and $3,500 per student. These two programs serve 750 students at a total Federal investment of approximately $2.5 million. The Federal dollars, in these instances, only purchase services in excess of costs for nondisabled students.

As a result of the least restrictive environment, LRE, provisions of Public Law 94-142, the percentage of hearing-impaired children in public schools has increased while the percentage in residential placements has decreased. The trend is toward education in nonsegregated settings. All disabled children, including deaf children, are being educated in less restrictive environments. Although there is a place for Gallaudet and NTID on the continuum of services offered to deaf students, in light of current practice and trends, this may be a good time to assess these programs and establish goals that reflect current law and practice. The question seems to be what kinds of programs are currently appropriate for the expenditure of Federal dollars.

There is a concern that some of these federally funded "models" or demonstrations programs are "out of step" with prevailing practice and the least restrictive environment provision of Public Law 94-142. Both legislation and educational practice are shifting dramatically toward more integrated programs. For instance, only 26 percent of elementary and secondary deaf students now attend residential schools compared to 46 percent in 1970. Whatever gaps may exist pose a special challenge as we continue to pursue movement toward less segregated environments. As you know, I am exceedingly optimistic about the values to be derived for each child from placement in the least restrictive environment. It is our hope that Congress will encourage this trend.

I would be pleased to answer questions at this time.

Senator WEICKER. Well, let us start right where you left off.

As you have indicated, since the passage of Public Law 94-142 10 years ago, mainstreaming handicapped children has been the goal for special education, yet Gallaudet College, the Kendall Demonstration Elementary School, and the Model Secondary School for the Deaf are all segregated schools.

Now, that certainly flies contrary to the state of the art, it seems to me, the state of the law. Would you like to comment further on that?

Ms. WILL. I think in the past few years we really have begun to focus more and more attention on the least restrictive environment provision. We are beyond the stage where we were involved in basic implementation of the act, unable to target specific aspects of the statute. We have, as we tried to implement the act, gained greater knowledge about developing very good, high quality programs for handicapped students in the least restrictive environment. That is not to say that we have all the answers, but we do feel that we have a much better, a more refined understanding of how to provide services to even the most severely handicapped students.

In addition, we are looking at the least restrictive environment from the vantage point of the disabled person's entire life. We are focusing on education, yes, but we are also focusing on employment, indeed, to provide services for the handicapped person to function in the marketplace and live in the community along with everyone else.

Senator WEICKER. Because these schools are segregated, I find it very difficult to understand how they are going to serve as models for the rest of the country. That is what they were initially intended to be, but I do not see where that can be.

Mr. SKELLY. There has been some evidence in the past couple of years, sir, that the curriculums and skills are used by other schools which are teaching those students in mainstream settings. This past year, 22,000 copies of materials Model and Kendall had developed were provided to public students. They are making an effort to develop materials that can be used for students in a mainstream setting.

Certainly there are not going to be other schools like Model and Kendall in the United States that get 100 percent of their funding from the Federal Government. They are unique, and no other school is going to be able to replicate that kind of funding or organization, but some of the things they develop can be used by public schools which, on occasion, pull students out from their regular classes in order to give them special education.

Senator **Weicker**. Then that is a plus, if you will, in the sense of these two institutions. I would repeat at this juncture what we are trying to do here, as much as I appreciate Gallaudet and NTID, certainly this committee, your department is for the deaf people all over the United States in seeing that they get not just the best education, but the greatest opportunities to become part of the mainstream in the sense of jobs and everything else after that.

Indeed, we may be segregating too much money and concentrating on too few students, when we ought to be more diffuse in our activities. I am not criticizing Gallaudet or NTID. I think everybody would agree in that what they do, there is none better, but is that reaching the deaf population in this country?

I might add I have no problem—one thing that was raised in the GAO report, the matter of foreign students at Gallaudet or NTID. I have no problem with that. I think that the best thing the United States can do is to take our knowledge and expertise and dispense it to the world rather than what we do dispense to the world.

Mr. **Skelly**. I should point out that foreign students in Gallaudet do pay 50 percent more tuition than the American students at Gallaudet.

Senator **Weicker**. Why?

Mr. **Skelly**. They have to pay a larger share of the cost to receive their education. They are not paying the total cost.

Senator **Weicker**. Senator Nickles.

Senator **Nickles**. What is the tuition at Gallaudet?

Mr. **Skelly**. The total tuition, room, board and fees is $4,600. The tuition is approximately $2,200 for the American students; and for foreign students, it is approximately $3,300.

Senator **Nickles**. I was thinking it was almost, what, the cost per student is $23,000?

Mr. **Skelly**. The total cost is $23,000, but the students only pay a fraction of that cost, as they do at most institutions.

Senator **Nickles**. The students pay what fraction? How much is the tuition again?

Mr. **Skelly**. The tuition is approximately $2,200. The student's share is approximately 25 percent, 20 to 25 percent of the costs are paid by the student at Gallaudet College.

Senator **Nickles**. And at the Rochester Institute, did I hear you say that that was totally paid for by the Government?

Mr. **Skelly**. No. NTID students also pay room and board, and through the cooperation with Gallaudet, it is approximately the same. It is slightly higher because Gallaudet's costs are lower. Still approximately 25 percent.

Senator **Nickles**. Thank you.

Senator **Weicker**. When Congress reauthorized the Special Education Programs in 1984, emphasis was given to expanding Regional Postsecondary Programs to the handicapped.

How many of these programs are currently funded for the deaf and at what level?

Ms. **Will**. There are four postsecondary institutions. They serve a total of 750 students, and the expenditure is $2.5 million.

Senator **Weicker**. 750 students in each one of these four?

Ms. **Will**. The total.

Senator **Weicker**. Total?

Ms. **Will**. Yes. They serve an average of 200 to 250 students each. And the total fiscal investment is $2.5 million. They provide special tutoring, note taking, interpreters' services and special counseling in these institutions.

I think I mentioned in my testimony the cost of these programs averaged between $3,000 to $3,500 per student.

Senator **Weicker**. What is the estimate as to the numbers of deaf college age people? I believe that about 3,000 deaf children are born each year, which would result in about 12,000 college age deaf students at any one time—is that right?

Ms. **Will**. There are 74,289 students in the category of hearing imparied in the elementary and secondary school systems.

Mr. **Skelly**. Between 8,000 to 12,000 students of college age.

Senator **Weicker**. How many of the elementary and secondary?

Ms. **Will**. I do not know what the percentage of that is. We have 4.2 million children in special education; 74,000 would be hearing imparied.

Senator **Weicker**. Well, it seems to me we are spending a disproportionate amount of money on that number of students. Am I right or wrong about that when it comes to Gallaudet and the regional programs?

Mr. **Skelly**. Right. Among those six institutions, the Federal Government would be providing funding for approximately 4,000 of the 8,000 to 12,000 students of college age who are deaf.

Senator **Weicker**. At what cost?

Mr. **Skelly**. Well, as you indicated, it runs for the Federal share between $3,500 and——

Senator **Weicker**. No. Total dollars. $92 million?

Mr. **Skelly**. Approximately $92 million.

Senator **Weicker**. Now, what is out there for everybody else? How many numbers do we have left out there who are of college age?

Mr. **Skelly**. There are approximately 12 million students in attendance at college.

Senator **Weicker**. No. Of those who are hearing impaired.

Mr. **Skelly**. Anywhere from another 4,000 to 8,000 hearing impaired.

Senator **Weicker**. And what is out there for them dollar wise?

Mr. **Skelly**. They can get other Federal student aid to attend programs for hearing students. If they do not have a profound loss, they could get along well at a hearing institution, and they would not want to go to this kind of school.

Senator **Weicker**. Well that 4,000 to 8,000 has far less of a pot to turn to than the other 4,000.

Mr. **Skelly**. The students——

Senator **Weicker**. Make it clear to me. I do not mean to confuse you. As I understand it, we have 4,000 students getting $92 million. I have got another 4,000 to 8,000 students over here just as much hearing impaired as part of the 4,000 in these 6 institutions. Is that right?

Mr. **Skelly**. Yes.

Senator **Weicker**. What do they have available to them dollar wise?

Mr. **Skelly**. They probably—their hearing is not as severely affected as those who attend these other institutions. I cannot prove that. Their handicap is not as great if they are not going to these institutions in general.

Senator **Weicker**. You are certain about that?

Mr. **Skelly**. I cannot tell you the decibel level that of the 8,000 to 12,000 how many——

Senator **Weicker**. Let me ask you what is available to them dollar wise? We know $92 million is available to these. What is available to these over here?

Mr. **Skelly**. Well, they have available to them all student aid, all the vocational rehabilitation aid.

Senator **Weicker**. I assume Student Aid Programs are available for people to go to Gallaudet?

Mr. **Skelly**. Yes.

Senator **Weicker**. So what I am saying is what do we have in the Federal pot for these other 8,000 to 12,000, equating that with going to the others to go to the institution?

Mr. **Skelly**. We would not have anything available comparable to that.

Senator **Weicker**. I want to make sure that they have the same opportunity as——

Mr. **Skelly**. We do make sure that the students have an opportunity to attend a college if that is what is best suited for them.

Senator **Weicker**. You know what we are running into here is that this was all set up at a time when concepts were different, population distribution was different, how one viewed deafness and what caused it was different, and basically we are dealing with a system—how old is Gallaudet?

Mr. **Skelly**. 123 years.

Senator **Weicker**. We are dealing with a system, not just the institution, but with a system, since the Federal Government is the one supplying 100 percent of the financing. It is a Federal system. And if today we started from scratch, we would not institute this system, would we? Would that be a safe statement, that if today we started at this problem of postsecondary education and making the philosophical assumption which I am sure the administration would not make, that if the Federal Government is going to go ahead and handle this project, we would not institute this system?

Would you agree with me on that?

Ms. **Will**. I am not sure. It would not be our first preference. We would certainly think about supporting students in their locale if we could.

Senator **Weicker**. I think we would have a variety of options open to us, both in terms of geography, in terms of institutions, in terms of programs. I do not think it would be centralized in two places. That is my concern. I think the state of the art is changing.

Would you like to see Gallaudet—would you like to see Gallaudet and perhaps NTID under your jurisdiction now?

Ms. **Will**. I think there are a variety of options available which would give OSERS programmatic oversight over Gallaudet. We have very little connection with Gallaudet, as I am sure you know, in looking at annual reports. The Department does the fiscal accounting, and the Inspector General's office audits; but in terms of research priorities, evaluation of products, and dissemination of products, there is no formal relationship with Gallaudet and NTID.

Senator **Weicker**. I want to make one point clear in the course of this hearing.

I do not have any questions with regard to the integrity of Gallaudet or NTID. What concerns me is not the integrity nor the expertise nor the competence of these institutions. I am just beginning to get the feel it is sort of out of whack of what the total system ought to be in terms of delivery of services. That is my problem.

Ms. **Will**. Senator, you have to remember that Gallaudet is a liberal arts college. We think of it as a school for the deaf, which, of course, it is, but it is also a liberal arts college. The Department would not ordinarily think of mandating curriculum content, or looking at training programs, and so forth, but the research program perhaps could be reviewed, or evaluated by the Department. But we want to be very careful that our Federal role is not an intrusive one.

Senator **Weicker**. Madeleine, I know you have another appointment on the House side. I have further questions to submit for the record.

Thank you very much for your testimony.

[Responses of Ms. Will to questions submitted by Senator Weicker follows:]

Questions for Madeleine Will

Question: According to the GAO report, Gallaudet and NTID spent over 12 million dollars in FY '84 on research and demonstration activities. How much additional money does the Department of Education spend annually on research and demonstration for Deaf Education? What procedures are there between your office and Gallaudet OR NTID for determining research and demonstration priorities, coordinating research efforts, and sharing research results? What improvements could be made to ensure better coordination and dissemination of findings?

Answer: There are no funds set aside specifically for research and demonstration for deaf education. Applications for the deaf are submitted under research and demonstration competitions as are those relating to other disabilities. Gallaudet College has responded to funding announcements, but is not treated differently from any other applicant. Under the Education of the Handicapped Act, program funding for research relating to deafness amounted to ($594,604) and FY '83 (721,970) in FY '84. In addition, a significant number of demonstration projects funded under the Deaf-Blind and Severely Handicapped and other activities include deafness as one of their target populations. The National Institute of Handicapped Research is currently funding a study of post secondary programs for the deaf with the Arkansas Rehabilitation Research and Training Center on Deafness and Hearing Impairment. This project is its third and final year. The annual cost for this project is $200,000.

At present, the Department's procedures for coordinating procedures and sharing results are relatively limited. NTID invites an OSERS representative to each of its National Advisory Group meetings and also can work with its formal project officer in the Department. Both of these roles offer the Department an opportunity to establish research priorities.

The National Institute for Handicapped Research (NIHR) has extended an invitation to the Gallaudet College Research Director to participate in the Interagency Subcommittee on Hearing Impairments (which is one of eight subcommittees of the Interagency Committee on Handicapped Research) and this has been arranged. NIHR would be pleased to include NTID in similar activities. Another possibility for coordination is to require the two institutions to submit a tentative list of research projects along with the annual budget request. The planned projects could be reviewed by interested OSERS staff, the budget office and the Appropriations Committee.

Question: When the Congress reauthorized the Special Education Programs in 1984, emphasis was given to expanding regional postsecondary programs for the handicapped. Do these programs have adequate resources to serve deaf students who want to attend them? How has the expertise developed at Gallaudet College and the National Technical Institute for the Deaf (NTID) over the years benefitted these programs?

Answer: The current four programs funded under Postsecondary Education Programs for Handicaped Persons, operate with a combination of Federal and non Federal funding sources. One of the four programs reports a waiting list of admissible students of up to 30 persons; other programs report no waiting lists. Given inevitable yearly fluctuations in the amount of funds received from Federal, State, or local sources, a program serving deaf students may experience occasional short-term difficulty in balancing enrollment and resource levels, but by in large we consider the programs to be adequately funded.

Gallaudet College and the NTID have interacted with the four postsecondary programs directly and indirectly. For example, Gallaudet College obtained a substantial grant from the Kellogg Foundation in the late 1970's, and sums from that grant supported the establishment, in April, 1978, of a "Council of Directors" of the Federally-funded postsecondary programs for deaf students. The stated objectives for this group were (1) to assure cooperative efforts among members; (2) to propose regulations and guidelines for the then-recently passed interpreter training legislation; and (3) to work cooperatively with respect to future funding or updated regulations for the regional centers for deaf students. This group cooperatively produced the booklet, "The Deaf Student at College", which became part of a packet distributed at regional workshops that were held in 1981.

Gallaudet College and NTID have combined resources for the occasional publication of a college and career guide to postsecondary programs having some combination of support services for hearing impaired students. The third edition appeared in 1983, with more than 106 programs listed.

Indirectly, the Office of Demographic Studies at Gallaudet College has provided assistance to the four programs, because the data generated on high-school-age deaf students has helped the programs in planning and making reasonable projections for their respective future enrollments.

Contributions to the field of postsecondary education for deaf students by NTID have been made since its inception. NTID first printed notetaking copybooks with pressure-sensitive paper, facilitating the notetaking process. More recently, an NTID staff member, developed a manual for the training of notetakers and has made presentations on the topic at regional workshops, some of which were hosted by the four centers for deaf students. NTID personnel have presented at California State University at Northridge and at Seattle Community College's program for deaf students on the topic of Job Placement for Deaf Students.

One of NTID's most significant contributions to improving education of the deaf is a technique developed at NTID to assess deaf students' hearing loss.

Gallaudet College, through its National Academy, has hosted activities which relate to the postsecondary programs, in the areas of interpreting and mental health. Staff members from the four centers have either participated in or given presentations at these workshops/colloquia.

Currently, admissions personnel in the four centers engage in informal telephone communication with their counterparts at Gallaudet and NTID about potential students and possibilities for transfer students.

Senator WEICKER. Our next witness is Jerry C. Lee, president of Gallaudet College.

It is nice to have you with us, Dr. Lee. I remember a very brief appearance about 2 months ago. You were awaiting the birth of a baby at the hospital. I assume that all went smoothly.

Dr. LEE. Yes, it did, Senator. He is 6 weeks old and doing well.

Senator WEICKER. Incidently, we have with us today as our sign language interpreters Francis Burton and Janet Bailey with S&L Associates. It is nice of them to perform that function for us.

Jerry, why do you not go ahead, and your statement will be placed in the record. You may proceed in any way you see fit.

STATEMENT OF JERRY C. LEE, PRESIDENT, GALLAUDET COLLEGE

Dr. LEE. Mr. Chairman and members of the committee, Gallaudet College is pleased to appear before this subcommittee today and I welcome the opportunity to discuss its programs and services. In particular, I would like to share with the subcommittee some thoughts regarding the status of and future plans for Gallaudet College.

This year has been one of extensive review for the college. As you know, we worked with the General Accounting Office during its review of our programs throughout the latter half of 1984. I can assure the subcommittee that the GAO report reflects a fair, accurate, and comprehensive evaluation of the college's programs, the constituencies it serves, and the costs. I want to personally commend the GAO auditors assigned to this review for their professionalism.

As you may also know, I met with the staff of this subcommittee throughout the summer and fall of 1984, as often as twice a month. Their thorough study of the college's progams is to be commended, and I want to thank Dr. Levitt, Ms. Congleton and Dr. White for this effort and for the guidance which resulted from it. As a new president, I am sure that the GAO report and the support provided by this subcommittee will continue to be of enormous value to me in the years ahead.

Along with these external reviews, the college has also undertaken an extensive self-evaluation. The focus has been on reaffirming our commitment to proven programs and developing others of high quality that will be delivered in the most cost-effective and resource efficient manner. Our aim continues to be of service to an increasingly broad segment of the deaf and hearing impaired community, and to do so in ways which support significant improvement in the quality of their lives.

Since my assumption of the presidency a little over a year ago, this review has intensified. The largest single effort has been the development of a program master plan which will be ready for implementation this fall. We have also completed major studies of academic program quality, enrollment management, and alumni affairs. These and other planning activities have helped Gallaudet move with increasing aggressiveness toward achievement of its multipurpose mission.

Without question, the investment of the Federal Government in Gallaudet has been significant. Effective support has been provided for 121 years, and this shared commitment to the deaf people of this Nation is, of course, reflected in many ways. Gallaudet's physical facilities, for example, are exemplary and are comprised of two campuses located in Washington, DC, approximately 60 buildings, 108 acres, and a plant value of nearly $200 million.

This investment, which includes an annual appropriation approaching $60 million per year, has assisted Gallaudet in offering programs in over 30 fields of study which result in associate of arts, bachelors, masters, and doctoral degrees being awarded to deserving students. Further, the college also has research and demonstration programs at the elementary and secondary level. These two national demonstration schools provide direct instruction to approximately 600 students per year.

It is important today to indicate the return on this investment. It is severalfold. The most obvious is the substantial return in terms of the educational level of our deaf community, which far exceeds that of any country of the world, and for which Gallaudet is largely responsible.

Two-thirds of all deaf college graduates in this country have a Gallaudet degree.

Forty-two percent of Gallaudet's graduates obtain advanced degrees compared to a national norm of 18 percent.

Eighty-four percent of the Model Secondary School graduates pursue a postsecondary education.

Additionally, there has been an exceptional return as demonstrated by the employability of Gallaudet's graduates:

Two-thirds of all deaf individuals holding high-level professional positions have Gallaudet degrees.

Ninety-three percent of our 1984 graduates were placed in jobs or graduate training programs.

Unemployed rates for Gallaudet graduates of 3 to 5 percent are significantly below the national average.

Over 350 employers participate in a nationwide cooperative training program with Gallaudet, suggesting an increasing acceptance of Gallaudet students.

We have recently compiled the results of a nationwide survey of Gallaudet's graduates. From this information, one can further determine that the return to the Nation from its investment is quite favorable.

Male graduates' median personal income is $23,500 versus $28,100 nationally.

Female graduates' median personal income is $17,500 versus $14,700 nationally.

The median salary of male graduates working full time is $24,000 while his hearing counterpart earns $31,800.

The median salary of female graduates working full time is $19,000 compared to her hearing counterpart at $20,251.

Graduates' median family income is $30,000 versus a national average of $25,300.

We are aware of and sensitive to the fact that quality programs are achieved at a high cost. Thus we have focused our efforts on becoming more resource efficient. We have implemented a number of resource controls which include:

Reducing personnel by nearly 200 positions; competitively bidding 85 percent of purchases; maintaining a 3-percent student loan default rate compared to a national average that has always been over 10 percent; and reducing facilities and equipment expenses by $1 million, as cited in the GAO report.

We have also taken positive and increasingly successful steps at developing private resources by:

Establishing the Gallaudet Foundation; raising $1.2 million in 1985; and entering into arrangements with private industry for loaned executives, joint study programs, computer equipment grants, and building renovation support.

Our view of the future is, of course, that Gallaudet will continue to emphasize its instruction, research, and service commitment to its deaf constituencies. In terms of instruction, our major objectives include:

Offering high quality educational opportunities consistent with a university approach; diversifying these opportunities beyond the baccalaureate level; and offering new programs without dramatically increasing the base budget.

Consistent with this philosophy, Gallaudet's new directions fit within a university structure and offer the following additional educational opportunities:

Nondegree programs; a broader range of associate of arts degree programs; a new school of management; increased offerings through the Washington Consortium of Universities; and new graduate programs in professional areas of demonstrated need, for example, mental health counseling and educational computing.

These new programs, as well as existing ones, must meet enabling criteria of a comprehensive evaluation process. Each program plan will include outcome standards for its students, and procedures for quality and cost assessments as well.

Gallaudet must also continue to uphold its public service commitment. Currently, through the college and its three regional centers, Gallaudet serves an additional 40,000 participants per year. This comes at a cost-effective rate approximating $80 per participant.

During fiscal year 1986, Gallaudet will expand its regional center network by increasing the number of centers to five. This network will deiver many of Gallaudet's programs throughout the country. Our immediate goal is a 25-percent increase in extension programs at a level of 50,000 participants.

As one of the few institutions that conducts deafness related research, Gallaudet will continue to focus its efforts on useful and effective studies. The traditional orientation has been applied social science research related to accommodation to deafness, but new directions will achieve a more appropriate balance that emphasizes prevention and restoration research as well. Considering only the impact on the two million profoundly deaf Americans, these research programs are conducted at a relatively inexpensive $1.02 per person.

With its model secondary and elementary programs, Gallaudet has a special mission to achieve. Its research and demonstration mandate must result in a positive influence on the lives of all deaf children, whether they be in center school or mainstream programs. The accomplishments are worth citing.

Eleven thousand deafness-related professionals, parents and students participating in training seminars over the past several years; 22,000 cocurricular products distributed to center school and mainstream programs each year; and 11,500 subscribers to professional and student journals.

However, new services are on the immediate horizon which promise even greater levels of support, particularly to the public school teachers with hearing-impaired students in their classrooms. These new initiatives include:

Distributing curricula and deafness-related information via computer linkages; evaluating and distributing information on effective computer-assisted instruction; and improving the achievement level of high school graduates who aspire to college entrance through a short-term postsecondary development program.

In summary, Gallaudet serves a national and international audience of hearing impaired persons and trains professionals, both hearing and deaf, who work with them. Gallaudet's commitment increasingly is to offer the widest possible range of educational opportunities to all its constituencies. Tô do less would be to retreat from public trust. The college will continue to reach out through new academic programs, through its regional centers, through research and through technology. Gallaudet recognizes its responsibility as a national resource and gladly accepts the challenge of offering programs and services in the most effective manner.

Thank you very much. I will be happy to respond to any questions you may have.

Senator **Weicker**. First of all, I want to thank you for working so closely with the committee over the past several months. You have been very helpful.

I know you are aware of the rapid decline in the number of deaf students graduating from self-contained residential schools and a corresponding increase in deaf students graduating from mainstreamed programs in public high schools because much of that data is based on Gallaudet research.

What implications does that have for the self-contained elementary and secondary school model demonstration programs at Gallaudet?

Dr. **Lee**. During the past few years, our research products have been demonstrated throughout the country, and we believe it is important that we continue to provide these services nationally, especially since we see the decline in residential programs and an increase in mainstream students.

Senator **Weicker**. Gallaudet and the model secondary schools, as well as the school for the deaf, both have been underenrolled in the last few years. Gallaudet has 250 empty beds per year.

Why are the programs not full?

Dr. **Lee**. This fall, Senator, we have the largest enrollment in our history. This approaching fall, we expect to be within range of full capacity.

In the way of background, Gallaudet has beds for about 1,560 students. A few years ago, the college asked the Congress for funds to build a dormitory in anticipation of a rubella wave. At about that time, the college discovered that it had an opportunity to acquire the former Majorie Webster Finishing School in Northwest, DC, which houses about 350 students. The college received that campus without consideration from the Federal Government. As a result of that, we increased our beds by about 200 above what we had expected in the way of an enrollment increase. We did not build a new dormitory.

Similarly, we are seeing about 30 to 35 percent of our students preferring to live off campus. This fall, we expect that the majority of the 150 beds that are empty will be full by the increase in our enrollment.

Senator **Weicker**. Now, let me just get this clear.

You have your campus, its dormitories. In addition, you received the Marjorie Webster School, which I gather is not contiguous to your property.

Dr. **Lee**. No, sir. It is about a 22-minute drive.

Senator **Weicker**. Which has its dormitories.

Dr. **Lee**. Yes.

Senator **Weicker**. And that figure is included in the figure that I am citing here?

Dr. **Lee**. Yes.

Senator **Weicker**. Why do you not get rid of the Marjorie Webster campus?

Dr. **Lee**. Those beds are full. These are prep students who spend 1 year in preparation before transfer over to the college.

Similarly, we have spent about $8 million in renovation of that property. It provides us with an opportunity to develop those students who we believe can gain admittance to the freshman class of Gallaudet. It is a separate program.

Similarly, we see, with the increase in enrollment, we are going to fill those beds. If we go to an enrollment of approximately 2,500, we are going to need those beds and more.

Senator **Weicker**. You have heard everybody, GAO, Madeleine Will, myself, all question the state of your university as compared to the state of the law and the state of the education for the handicapped in this country.

I would like to have you respond to what you have heard.

Dr. **Lee**. I am in agreement with basically what I have heard this morning. Let me just share with you the information that I have acquired within the last year of being President.

There are approximately 5,000 deaf students who graduate annually from the secondary school programs. Of that 5,000 students, the median reading level is slightly above the third grade. Similarly, there was a test study done by Preston. They tested four groups, the visually impaired, the hearing impaired, students with learning disabilities, and physically handicapped. The students with the hearing impairment scored the lowest on this test. Of that group of students, about 94 percent of them lost their hearing before the age of three, and this group of students really suffer in isolation with respect to language because of that low reading level. We see a high percentage of this group at Gallaudet.

Many of these students have the intelligence capability to score higher in reading levels as those in mainstream programs. With a note taker and interpreter they can compete and be successful in most colleges and universities in this country. However, those who are profoundly deaf need a high degree of support in order to make the system as I described earlier. The spend 4 to 5 years at Gallaudet. They graduate, and they earn jobs.

If we take that support away, or spread it nationally, somebody is going to have to pick up that cost of working with these students. But their reading level is so far back that it is not going to be cost feasible. Gallaudet has the resources to work with these students in order to get them up to the level so they can achieve a degree.

Senator **Weicker**. Directors of the four regional programs claim that the students that they enrolled are just as hearing impaired, have lower academic skills at entrance, have more secondary handicaps and yet, in spite of these greater obstacles, they claim employment placement rates that are just as high as yours but at a fraction of the cost. And these programs are now turning down students because they are full.

What is your response to that?

Dr. **Lee**. I am not familiar with the students they receive. I know what we have at Gallaudet. I do not know the level of students that they are talking about. I just do not know.

I did have an opportunity, by the way, to visit California State University at Northridge [CSUN] last week and see their program. And, they do an excellent job out there. But it is a world apart from Gallaudet. They have about 194 students, they graduated about 32 this year, and they are housed in essentially three temporary facilities. They participate in the mainstream of that university which I think has about 28,000 students. And the students that I met, they are able to compete at CSUN and meet the initial requirements as other students.

Students at Gallaudet are scoring on the reading level at the fourth or fifth grade, so I do not know how you reconcile it.

Senator **Weicker**. Well, I just asked counsel, these four institutions get $2.5 million and Gallaudet gets $40 million. That's quite a difference.

Let me ask a question in a different area. Could MSSD and Kendall School accept multiply handicapped students, that is, deaf and retarded, to fill the empty slots?

Dr. **Lee**. Yes, they could accept deaf children with other handicaps. They could and we believe they should.

Senator **Weicker**. Why are 35 percent of Gallaudet applications rejected if there are so many openings?

Dr. **Lee**. It is part of our admissions requirements. Annually we receive about 2,000 applicants for enrollment at Gallaudet College. About 85 percent are able to pass our admissions test, and we wind up with about 30 percent of that. Thirty percent of the 2,000 that apply eventually make it to Gallaudet. Some of the review of the discussions we had with the staff, in the process of changing our admissions requirements, we are going to convert to the standard achievement test and use that as a base to make a determination about these students.

Senator **Weicker**. I have no further questions. I might have other questions for response in the record.

[Responses of Dr. Lee to questions submitted by Senator Weicker follow:]

QUESTIONS SUBMITTED TO DR. LEE BY SENATOR WEICKER

Question: I know you are well aware of the rapid decline in the number of deaf students graduating from self-contained residential schools, and the corresponding increase in deaf students graduating from mainstreamed programs in public high schools, because much of that data is based on Gallaudet research. As more and more deaf students attend mainstream programs in high schools, do you anticipate problems attracting enough students to Gallaudet?

Answer: Although there has been a significant shift from residential school placement to mainstream placement, Gallaudet does not anticipate that it will experience difficulties in maintaining its enrollment level. In fact, Gallaudet expects an increase of 100 students this upcoming academic year (1985/1986) and believes it will maintain a range of its enrollment of 2,000 to 2,500 students throughout the rest of the decade.

Gallaudet has always drawn a significant percentage of its enrollees from mainstream settings. Indeed, many of the College's graduates attended public school systems throughout their elementary and secondary years before coming to Gallaudet. With the shift to mainstream programs, Gallaudet expects to draw an increasing share from these settings.

There is no dispute that distributing information to the residential schools and communicating with their students about Gallaudet's programs is a less complex process than communicating with those students in the thousands of public school systems around the country. Gallaudet has been improving its enrollment management function to ensure that all deaf children interested in a post-secondary pursuit have the opportunity to consider Gallaudet's programs.

Question: In your testimony before the Appropriations Subcommittee, you documented numerous cost saving measures in the last 2 years which resulted in substantial savings without impairing program quality. I commend you for those accomplishments. Those cost saving measures were implemented after the data on which the GAO report was based. How would you guess that your cost per student figures have changed as a result?

Answer: The cost per student as calculated by the General Accounting Office (GAO) is derived by dividing the total budget by the total number of full-time equivalent students. Since 1982, the year that the GAO measured, the College's budget and its enrollment have increased by 21 percent. During this same time frame, the cost per student has remained relatively stable, that is, significantly below the cumulative rate of inflation.

The College has embarked on a resource efficiency program since 1982 that has allowed it to absorb inflationary cost increases in certain cost categories without increasing the category's cost per student. This has been particularly true in the cost areas of research, institutional support and physical plant operations.

Alternatively, the College has been able to channel these cost savings into ensuring that direct educational and student support areas have been adequately funded to handle an increasing residential enrollment.

Question: Do you anticipate more cost saving measures in the future?

Answer: The College is committed to a program of continuing resource efficiency. In fact, one of the major themes of the College's Master Plan which will be implemented this Fall, is a campus-wide commitment to resource and cost-effectiveness. On campus, this theme has been reduced to a simple attitude: doing more with less.

Over the course of the next few years, the College expects to achieve even greater efficiencies that offer the ability to absorb non-discretionary cost increases (e.g., utilities, food service), and to free up existing resources in order to pursue new programs. Specific areas of concentration will include the following:

1. The implementation of a cost measurement information system that tracks and identifies programmatic costs in specific areas,

2. A review of the administrative staff to achieve further position reductions,

3. The conversion of selected Pre-College faculty positions to staff to avoid the long term investment of tenure,

4. The enhancement of revenue-producing functions (e.g., public services, deafness-related literature and products) which defray costs,

5. The use of in-house physical plant personnel to perform required renovations,

6. The installation and use of labor-saving administrative and instructional support systems and equipment,

7. The use of existing TV technology resources and delivery systems (e.g., Public Broadcasting Stations) to supply instructional and deafness-related programming to a wider array of the deaf population without incurring the traditional delivery costs (e.g., travel, facilities rental, etc.)

Question: How will those savings be used to strengthen your current programs?

Answer: Gallaudet has endeavored over the past few years to absorb inflationary cost increases through cost efficiency measures so that its current instructional offerings could be maintained and new programs could be established. One of the best examples of this approach has been in the television production area where new programs, and an academic major, have been developed within the previous budget. This is an exciting curricular area for deaf students that will lead to the attainment of highly marketable skills.

Overall, Gallaudet's Master Plan defines the "strength" that it hopes to achieve. That is, to become a comprehensive university offering a variety of educational opportunities to a broad segment of the deaf population. These opportunities will be expanded to include a broadening of post secondary pursuits at the certificate and associate of arts levels. Further, the College will continue to enhance its graduate training programs that have graduated many of the nation's deafness-related teachers and professionals. Finally, the funding of this plan will be through (1) a "continuation of the College's resource efficiency program, (2) a re-allocation program that channels existing resources towards new applications and (3) the development of private support.

Question: As you know, the number of formally organized post secondary programs for the deaf has increased significantly in the past 15 years. Because of your mandate for outreach and technical assistance, you must be called on frequently to assist these programs. What specific types of assistance do you provide, and what specific programs have you worked with in the past years?

Answer: Gallaudet is actively involved with other programs around the country that serve deaf students. And, as these programs have multiplied over the past 15 years, these efforts have intensified. By in large, Gallaudet is called upon to provide assistance in the following areas:

1. Curriculum development
2. Instructinal techniques
3. Student support services
4. Technical applications

With respect to curriculum development, Gallaudet has over 120 years of experience in developing a liberal arts curriculum that leans toward graduates skilled in their chosen field of study as well as in the general humanities.

Gallaudet has also vigorously studied the instructional techniques that work in a classroom of deaf students and its research is widely published and applied by teachers of deaf individuals around the country.

Gallaudet has also devoted a significant degree of resources towards the availability of academic and student support services. For example, professionals in the field often call upon Gallaudet's counseling center to seek advice on the academic, social and emotional considerations of teaching deaf children.

Finally, the College has committed itself to applying technology to the instruction of deaf individuals and evaluating its effectiveness. In this regard, Gallaudet has explored the use of television, videotape, audiological and computer technologies in the classroom and is regularly called upon to advise other programs on the use of these technologies.

Question: What specific programs have you worked with in the past year?

Answer: The College receives requests for assistance from a variety of programs in the United States and abroad. The requests are sometimes less complex in nature and are handled quite effectively by the appropriate units within Gallaudet College or by its National Information Center. The National Information Center responds to 10,000 requests for information on a variety of deafness-related subjects each year from programs, teachers and professionals throughout the United States.

There is often more complex requests for assistance requiring a more formal approach. Examples of programs in this regard include the North Carolina Consortium of 19 colleges and universities and the University of Notre Dame. Efforts in North Carolina were aimed at helping these programs to employ the English computer-assisted instruction materials developed and successfully used at Gallaudet. These materials are drill and practice routines designed to augment a deaf student's skills in the area of English grammar; a traditional weakness of profoundly deaf individuals.

Efforts at the University of Notre Dame have been in the area of instructional advice. Similar efforts have also been conducted through Gallaudet's National Academy and its regional centers located in California, Massachusetts and Kansas. These centers, hosted by community colleges, serve as regional hubs to offer training programs for profesionals working with the deaf. In a cost-effective manner, the training graduates of these programs go on to train others throughout these regions.

Question: Will your assistance to such programs change in the next few years and, if so, how?

Answer: The College hopes to expand its ability to assist these programs through its regional center concept and through the outreach efforts of its individual units. Gallaudet will establish two additional centers, most likely in the Southeast and Southwest, to offer additional service delivery locations. The regional center concept has proved to be a cost-effective way for deafness-related professionals to procure training from Gallaudet without having to incur the expense of traveling to and lodging in Washington, D.C.

Gallaudet also expects its individual units to continue to reach out and assist other programs and professionals at an increasing rate. For example, Gallaudet's Research Institute has set goals for itself to establish and maintain an increased number of collaborative relationships with other programs to ensure that research results can be translated into easily understood practices in the field.

Question: What are the names of other post secondary programs with whom you now have formal articulation agreements?

Answer: Gallaudet has or is in the process of finalizing articulation agreements with the following schools:

California State University, Northridge
Northridge, California

Montgomery College
Rockville, Maryland

Mt. Aloysius Junior College
Cresson, Pennsylvania

Waubonsee Community College
Sugar Grove, Illinois

Seattle Central Community College
Seattle, Washington

Western Piedmont Community College
Morgantown, North Carolina

Los Angeles Pierce College
Woodland Hills, California

Howard County Jr. College
Big Spring, Texas

Ohlone College
Fremont, California

Johnson County Community College
Overland Park, Kansas

Northern Essex Community College
Haverhill, Massachusetts

Question: How many transfer students were there among the students who entered your program in the Fall of 1984?

Answer: Gallaudet College had 185 transfer students enroll in the Fall of 1984.

Question: From what schools did they most frequently transfer?

Answer: The following table shows the schools and the number of students who transferred to Gallaudet from each school:

School	Number of Transfers
NTID	61
Howard County Jr. College	12
St. Louis Community College	7
Northern Essex Community College	2
Northern Va. Community College	7
Riverside City College	6
Broward Community College	7
California State University Northridge	6
Northwestern Conn. College	6
Western Piedmont College	4
Seattle Community College	9
Miami-Dade Community College	4
Waubonsee Community College	5
Johnson County Community College	10
Montgomery College	6
P.G. Community College	6
Ohlone College	5
L.A. Pierce College	5
Mt. Aloysius Jr. College	1
Iowa Western Community College	3
Madonna College	3
Golden West College	6
St. Mary's Jr. College	1
Western Maryland Community College	3
	185

Question: During FY 1985, 221 foreign students are attending Gallaudet College. Please provide the Subcommittee with a breakdown showing from what countries these students come.

Answer: The following list indicates the countries from which Gallaudet's international students come:

Argentina
Australia
Bahamas
Bangladesh
Belgium
Canada
China
Costa Rica
Czechoslovak
Denmark

Malaysia
Mexico
New Zealand
Nigeria
Pakistan
Philippines
Portugal
Russia
Sierra Leone
Singapore

Ethiopia
France
Ghana
Great Britain
Hong Kong
India
Iran
Israel
Jamaica
Japan
Jordan
Kenya
Korea
Liberia
South Africa
Spain
Sri Lanka
Sweden
Switzerland
Taiwan
Tanzania
Uganda
Vietnam
Zambia

Question: In your testimony, you noted that "22,000 co-curricular products" are distributed each year. Please provide the subcommittee with a summary of the name and number of the most frequently distributed products; the recipients of those products; and, the cost, if any, of each of these products.

Answer: The Pre-College programs publish more than 200 separate titles and distribute over 20,000 issuances each year to programs, teachers and students throughout the country. Based on lifetime distribution figures, the following titles have been the most frequently distributed:

Title	Total Distribution
1. Meadow/Kendall Social-Emotional Assessment Inventory Manual ($11.00) and Forms ($2.00 per 10 forms)	22,125
2. KDES Curriculum Guide Series ($6.95 to $29.95)	2,605
3. MSSD Course Overviews ($8.50 to $9.95)	3,675
4. Survival Skills ($17.95)	991
5. Reading Samplers Guides ($3.95) Student Books ($6.95)	3,418
6. Feelings: Key to Values Guide ($39.50) Books ($2.50)	2,366

7. Decisions! Decisions! Guide ($29.50) Books ($3.50)	1,451
8. Getting a Job Guide ($49.95) Books ($6.75)	1,866
9. Career Awareness Guide ($45.00) Books ($6.95)	1,811
10. Introduction to Interaction Guide ($31.95) Books ($4.50)	1,473
11. Interaction, True Stories Guide ($45.95) Books ($7.50)	1,310
12. Parents' Guide to the IEP	4,269

By in large, half of the products distributed by the Pre-College programs have been used by mainstream public school teachers and students. The other half have been distributed to residential schools, private shcools, state agencies and individuals.

Question: The GAO raised the issue of minority representation at Gallaudet. Would you like to comment on that?

Answer: Gallaudet has taken an active posture to ensure that the deaf members of minority groups have the same access to the educational programs offered at Gallaudet. This is not only reflected throughout the program areas of the College, but also as an employer Gallaudet has demonstrated a commitment to equal opportunity. Recently, the House Appropriations Sub-committee on Labor, Health and Human Services, and Education commended Gallaudet for the extent of its minority representation.

The GAO report noted that Gallaudet's entering class for the Fall of 1983 had a minority representation of 9 percent with blacks constituting only 4.5 percent of the entering class. While this was true for that year, Gallaudet traditionally has a higher ratio when considering its total enrollment. For example, in the academic year 1984/1985 Gallaudet's minority representation in the College was 14 percent with 8.4 percent being black.

At MSSD, 30 percent of the enrollment was of minority status with 21 percent being black. KDES's student body was composed of 67 percent minorities with 51 percent of these students being black. As an employer, nearly 30 percent of Gallaudet's employees are of minority status and 26 percent are black.

Still, Gallaudet continues to seek out ways to ensure that all deaf people know of and have an opportunity to consider Gallaudet College as a post-secondary option. The College's enrollment management unit has focused its efforts on distributing information to guidance counselors in schools with heavier minority enrollment. By this and other recruitment mechanisms, Gallaudet will continue to share an increasing proportion of the deaf minority population.

Senator **Weicker**. Let me say this. We are not here to discuss the fiscal year 1986 appropriations. I think points that are being raised have a far greater implication in terms of Federal involvement, Federal education involvement for the hearing impaired. And this is a subject that is not going to be resolved, as I said, just in the course of this hearing. But I think it is also fair to put you on notice that clearly the state of the art is such that I do not think it is a fair exchange for the taxpayer or for the hearing impaired to sequester as much of the available resources for just a few institutions. Also I think there is a question in terms of priority, and the main question will always be raised in my mind, what is best for the hearing impaired.

Now, I do not mind fighting for the dollars. You know that. I go out there and get quadruple what is allocated by this or any other administration. But I do not want to live with yesterday and neither do the deaf. And I foresee that Gallaudet will always be in the forefront as the premier institution in this area. I want to make that clear.

But I also think that many more people aside from Gallaudet are going to get involved in this process. So we will continue to work with you.

Again I have to repeat that, obviously, cost-cutting measures, not as to the quality of the education to be delivered, but whatever is ancillary to that, to bring down the cost per student is fine, but was not the purpose of this hearing. The hearing was to take a look at the broad question as to where the dollars were to go. We will be working with you.

I can tell you that next year, as I indicated to GAO, yours will be a separate day of hearings and, indeed, I think I am going to get these other people in here too and find out what they are doing. We might as well have added if, indeed, there is no oversight process in place at the present time, there is no reason why the Appropriations Subcommittee cannot do it. That is part of our job.

So we will be handling that in that fashion. The staff indicates to me that you want to change the name of your institution from Gallaudet College to Gallaudet University.

Dr. **Lee**. Yes, we do. After 121 years, our programs have now shifted more to a university structure, offering a variety of different programs. We have the College of Continuing Education, College of Arts and Sciences, two professional schools, graduate schools. Similarly, we look toward a statement with respect to our mission of research. And a third reason, we would like to do it for about 8,400 alumni.

Senator **Weicker**. Does that require a public law change?

Dr. **Lee**. I believe it would.

Senator **Weicker**. I have no problem with that. If I can handle that for you, I would be glad to do it.

Dr. **Lee**. Thank you, Senator.

Senator **Weicker**. Our last witness is Dr. William E. Castle, director of the National Technical Institute for the Deaf, and vice president of Rochester Institute of Technology.

Your statement in its entirety will be included in the record and you may proceed in any manner that you prefer.

STATEMENT OF WILLIAM L. CASTLE, DIRECTOR, NATIONAL TECHNICAL INSTITUTE FOR THE DEAF, AND VICE PRESIDENT, ROCHESTER INSTITUTE OF TECHNOLOGY, ACCOMPANIED BY MICHAEL S. SERVE, DIRECTOR, PLANNING AND EVALUATION, NATIONAL TECHNICAL INSTITUTE FOR THE DEAF; AND WENDELL S. THOMPSON, ASSISTANT TO THE DIRECTOR, NATIONAL TECHNICAL INSTITUTE FOR THE DEAF, AND VICE PRESIDENT, ROCHESTER INSTITUTE OF TECHNOLOGY

Dr. **Castle**. Yes, sir; I have accompanying me my immediate assistant, Wendell Thompson, and Mike Serve, who is director of our planning and budget activities.

Submitted for the record will be a complete statement and our comments on the GAO report. I would like to summarize those two papers in the following way.

Although the National Technical Institute for the Deaf was conceived by law more than 10 years before the passage of Public Law 94-142, it is in fact a very appropriate and perhaps dramatic postsecondary extension of that law.

The National Technical Institute for the Deaf Act, passed in 1965, specified that NTID be designed as a least restrictive, mainstreamed, postsecondary, technical education alternative for our Nation's young hearing impaired population in order to reverse the unemployment and underemployment circumstances prevalent among deaf citizens at that time. The law specified that NTID must be an integral part of an already existing institution of higher education which offered at a minimum the baccalaureate degrees. And so today NTID exists as one of nine colleges at the Rochester Institute of Technology in Rochester, NY, which currently services 13,000 hearing students and makes available to NTID students over 160 technical and professional programs at the certificate, diploma, associate, baccalaureate, and masters degree levels. All of these programs are designed to prepare our deaf students to participate in the economic mainstream of our society and to compete with their hearing peers. In any given year, between 17 and 23 percent of our students take their major programs of study in the other colleges of the Rochester Institute of Technology; and another 50 percent take some of their courses in those other colleges.

In addition to this substantial amount of educational mainstreaming, the RIT environment also allows for the fact that most of the deaf students share the same living quarters, dining halls, and recreational facilities that the hearing students enjoy. Many extracurricular activities are designed to bring hearing and deaf students together, to learn about one another, to learn from one another, and to accomplish common purposes. Study programs for the deaf students are complimented with cooperative work experiences in business and industry and with a broad opportunity to volunteer services to the community.

NTID started with a class of 71 deaf students in 1968 and is now serving 1,320 deaf students and 90 hearing students. Over and above providing for the educational needs of these students, NTID is also mandated by law to train new professionals to serve the deaf; to pursue a program of applied research designed to enhance the social, economic, and educational accommodation of all deaf people; and to undertake a program of information dissemination which will keep its many significant publics well informed about what is happening at NTID.

We are pleased to be able to say that in the last 17 years, we have helped to reverse the history of unemployment and underemployment for deaf people. Our cumulative placement record for graduates who enter the labor force is 94 percent. Additionally, 80 percent of these graduates go into business and industry where their average salary is nearly $19,000. Sixty-seven percent are in white collar jobs and 20 percent are in management.

Since program oversight seems to be of concern in this hearing, I wish to point out that the legal arrangement regarding NTID specifies that the Secretary of Education is the Project Office for NTID, and that there must be a National Advisory Group to advise the Director of NTID on program and policy. Secretary Bennett has recently named Mrs. Will as his designee for serving as Project Officer for Program Oversight of NTID, just as the previous Secretaries have named Ed Martin and Herman Goldberg, then Assistant Secretaries for OSERS for the same purpose. Hopefully, she or her designee will continue to participate in our National Advisory Group meetings held two or three times each year.

Regarding the GAO report on NTID, we believe the data are accurate and comprehensive and yet can be misleading to an uninitiated reader. At the same time, we can appreciate the repeated conclusion of the report that the programs with which NTID has been compared are not truly comparable programs.

Finally, I would like to say that I believe Congress was right in passing the NTID Act in 1965. I believe that the then Department of HEW was right in selecting RIT as the host institution.

As we look to the future, we would like to reduce our attrition rate, increase the percentage of minorities among both students and staff, increase the percentage of handicapped staff members, have a greater impact on other postsecondary and on secondary and elementary programs for the deaf, increase our outreach efforts, and be given the allowance to admit foreign students similar to the way that Gallaudet College is allowed to do so.

I would like to point out that we have enjoyed interacting with the Subcommittee on the Handicapped in dealing with the oversight matter and the GAO report.

Senator **Weicker**. Thank you very much.

I might add, on the matter of minorities, and I meant to touch on this with Dr Lee also, as it relates to outreach, I think, is enormously important. Let me assure you it is not accomplished in the New York Times and the CBS Radio Network, television network, and Time magazine, et cetera, that is not the way it is done. I cannot believe that there is not a huge community out there that just does not know what Gallaudet and NTID has to offer.

I think that comment by GAO is very, very significant. I happen to know just by the nature of the individuals involved, nobody intends that to happen, so that is not a concern.

I would suggest to you, and believe me, having encountered this in many other situations, encountered it, for example, early on in my senatorial career, on the availability of West Point and Annapolis and the service academies, the minority communities did not know and, really, there are different avenues of outreach to bring this to your attention I hope you can utilize that in the future.

Dr. **Castle**. We feel, after we have dealt with the rubella bulge, we will be able to put more of our effort into that.

Senator **Weicker**. Almost 40 percent of the appropriation you receive from the Federal Government goes back to your host institution, Rochester Intitute of Technology. At the four postsecondary regional programs for the deaf, only about 8 percent goes back to the host institution.

Why does RIT require so much money to host the NTID?

Dr. **Castle**. There are many, many auxiliary services that are provided to us that we do not provide for ourselves. In addition to that, a portion of the $12 million you are talking about is in the form of tuition paid to RIT in that the deaf students who are enrolled in programs in the other colleges of RIT.

Mr. **Thompson**. May I add that roughly two-thirds of that $12 million that was referred to, goes for direct services that are provided to NTID for things such as food service, security, custodial services, student health dormitories and the like. So when you look at strictly administrative overhead which is all the regional programs are paying for, the charge at RIT is only 12 percent of our budget, or one-third of the $12 million. This is not out of line with the 8 percent charged at the Regional Programs and it is considerably less than the 50.25 percent that RIT has negotiated with the Federal government to administer research grant.

Senator **Weicker**. Well, plant operations and maintenance at NTID, the cost per student is $1,518, and at RIT it is $545.

Dr. **Castle**. That was pointed out in the GAO report. However, $500,000 out of that amount was used for renovation of facilities in order to accommodate the rubella phenomenon. When you exclude that, it reduces the cost per student to twice the amount needed for NTID facilities. This is because the square footage is greater per student and we need a larger number of staff to accommodate the students. The resultant cost per square foot for for both RIT and NTID is nearly the same; just over $4.

In addition, all the facilities at NTID are air conditioned which is not true of other facilities at RIT.

Senator **Weicker**. Your present agreement with the Rochester Institute, how long does that have to run?

Dr. **Castle**. The agreement was signed in 1966 with RIT and HEW, and there must be an agreement in existence as long as there is an NTID.

Senator **Weicker**. It has never been renegotiated?

Dr. **Castle**. It does not have to be.

Senator **Weicker**. That is a huge discrepancy, I must confess, and the staff can fill me in, I do not have all the information on the other four postsecondary schools. I can assure you that I am going to have it by the time I come around to next year's appropriations hearings so you can say what it is that RIT supplies. And I am not in a position to say that it is similarly supplied by any of the other four. But I will have that in hand next year. And, believe me, with that discrepancy being 40 percent and 8 percent, I better have a solid basis in fact.

Dr. CASTLE. You can be assured that we will be prepared to give you whatever detail you need.

Mr. THOMPSON. I think it is important to point out though that we are sharing in the library, the gymnasium, all the other ancillary buildings on the campus.

Senator WEICKER. I understand that. But what I do not know is that the students at California State University at Northridge, do they share in the same things? If they do, you are not going to look so good. If they do not, you are fine. I do not know the answer.

Mr. THOMPSON. Our basic contention has been that if we were a free-standing institution, we would indeed have to employ all of those operative employees related to maintenance and custodial service, et cetera, and it may well be at a cost greater than what RIT is charging us.

Senator WEICKER. Over the years, the NTID has maintained it would be a conflict of interest for NTID to raise private funds.

Can you please explain the rationale of that?

Dr. CASTLE. Yes; first of all, the public law passed in 1965 specified that such sums as are required to support the activities of NTID will be provided by congressional appropriations.

Second, RIT was selected by the Secretary of HEW on the advice of a special National Advisory Board to be the host institution. RIT is out there constantly in the foray of raising private dollars, and we believe it would not be appropriate to put us in competition with that activity.

Senator WEICKER. Well, let me propose a question to you as given to me by counsel.

When RIT receives $1 million in gifts and uses it to improve the library, RIT then charges NTID an additional $120,000 in support costs since NTID has 12 percent of the student body at Rochester Institute. Thus it seems legitimate to ask why RIT does not give NTID 12 percent instead of charging them an additional 12 percent.

Dr. CASTLE. I believe the position of RIT is that NTID profits considerably from the presence of that facility and they are due some reimbursement from that.

Senator WEICKER. Well, when RIT raises private funds, what proportion is given to the National Technical Institute for the Deaf?

Dr. CASTLE. We do not have any data to answer that question.

Senator WEICKER. Well, to get back to the point that, as far as you know, there is nothing in the law which prevents you people from going out there and raising private funds?

Dr. CASTLE. Nothing in the law except the law does say such funds as are required to be provided by congressional appropriation.

Senator WEICKER. But again there is no restriction against it?

Dr. CASTLE. No, I would say not

Senator WEICKER. It seems to me that RIT is doing rather well by this situation. I have no fault with that. I have no fault with it. But under the circumstances, it seems to me that the overall agreement certainly should be looked at in detail, and I am going to request that the staff do just that.

Did you make a copy available to the GAO and our staff?

Dr. CASTLE. We have given it to the Subcommittee staff.

Senator **Weicker**. GAO reports your annual attrition rate is almost 40 percent.

How do you account for that?

Dr. **Castle**. This is a misleading piece of data in that report. That figure represents the attrition that occurs in any entering group of students. That may take as many as 4 or 5 years for that attrition rate to occur.

Mr. **Thompson**. For any new group of students in any one year, such as the freshman class, we would have an attrition rate of roughly 14 to 15 percent in the first year. If a class entered in 1980, by the time they graduated in 1985, the attrition rate of that particular contingent would be approximately 40 percent. In any 1 year, of the total enrollment, which is the way the GAO presented it, and, in my opinion, misinterpreted it, the attrition rate is 19 percent. We started with, in that instance, 989 students in the fall of 1982 and finished with 896 students by the end of the spring of 1983. That is not in any way 38 percent.

Dr. **Castle**. We are not happy with our attrition rate, and we are studying our programs in an effort to improve retention an associate degree program in Occupational studies will help many of our students who are unable to succeed in a traditional associate degree program because of the liberal arts requirements.

Senator **Weicker**. I have further questions for response to the record.

[The prepared statement of Dr. Castle and additional material submitted for the record follows:]

DEPARTMENT OF EDUCATION

Oversight Hearing

for

National Technical Institute for the Deaf

Witnesses appearing before the
Senate Subcommittee on the Handicapped

William E. Castle
Director, National Technical Institute for the Deaf and
Vice President, Rochester Institute of Technology

accompanied by

Wendell S. Thompson, Assistant to the Director, National Technical
Institute for the Deaf and Vice President, Rochester Institute of Technology

Michael S. Serve, Director, Planning and Evaluation,
National Technical Institute for the Deaf

Department of Education

Statement by the Director of the

National Technical Institute for the Deaf

Mr. Chairman and Members of the Committee:

I am pleased to have the opportunity to testify before this committee on behalf of the National Technical Institute for the Deaf. I'm happy to relate to you that NTID has made great strides in its brief history. As you know, the National Technical Institute for the Deaf (NTID), at the Rochester Institute of Technology (RIT), was created by Congress in 1965 to help reverse the unemployment and underemployment circumstances prevalent among deaf citizens at that time. In effect, we were charged with preparing deaf people to enter and participate fully in the economic mainstream and compete with their hearing peers. NTID was designed as a mainstreamed, post-secondary, technical educational alternative for our nation's young hearing-impaired students. As one of nine colleges of RIT, which is the sponsoring institution currently serving 13,000 hearing students, NTID is able to offer its students over 160 technical programs at the Certificate, Diploma, Associate's, Bachelor's and Master's levels. This association with the Rochester Institute of Technology provides deaf students with a variety and quality of programs which would not otherwise be available. In addition to providing education directly to deaf students, NTID was chartered to provide training workshops and seminars to other professionals who serve the hearing impaired. When combined with the dissemination of information regarding NTID's research into the communications, personal/social, employment and educational aspects of deafness, this training permits NTID to have an impact on deaf education throughout America.

Our major accomplishments over the last 17 years have been associated with maturing into the multipurpose, national resource that we are today.

NTID started with a class of 71 in 1968, and is now serving 1320 deaf students and 90 hearing students. We offer 37 technical programs at the Certificate, Diploma, and Associate's degree level and over 132 professional programs at the Bachelor's and Master's degree levels.

NTID has produced a successful model program for mainstreaming young hearing-impaired students with their hearing peers, through a variety of classroom and dormitory arrangements, integrated student and social activities, cooperative work experiences, and employment in business and industry.

NTID has reversed the history of unemployment and underemployment for deaf people who graduate. NTID's cumulative placement record of 94 percent speaks for itself. Additionally, 80 percent of our graduates who are placed go into business and industry, where their average salary is nearly $19,000. Sixty-seven percent of our graduates who are in the labor force are in white-collar jobs and over 20 percent are in management. NTID is recognized as a place where the nation's employers can find highly competent human resources and technical assistance and guidance in terms of how to successfully deal with a deaf employee. Through its National Center on Employment of the Deaf, NTID has developed beneficial working relationships with many of the nation's employers which facilitates the accommodation of deaf people and people with other handicapping conditions.

NTID has become a national resource center for technical, personal/social, general education and communications curricula which are directed toward preparing hearing impaired individuals for accommodation in the economic mainstream and which are generalizable for use by secondary and other post-secondary institutions.

NTID has developed numerous degree and non-degree programs to respond to its training mandate. These include our Joint Educational Specialist Program with the University of Rochester, our AAS Program in Interpreting, our Professional/Graduate Internship Program, a myriad of programs for employers, parents and educators, and numerous faculty and staff presentations around the country.

Through public information and marketing activities, NTID has kept its various publics informed of model programs and effective instructional strategies. A variety of print and non-print educational products are available to educators, employers, deaf consumers and others. Additionally, since 1968 NTID has conducted tours and informational seminars for more than 62,000 people.

Research at NTID has had particular benefits to deaf students, both internal and external to NTID, in four major areas. First, systematic follow up of graduates has been invaluable to NTID in monitoring inself. Under NTID coordination, this system has been extended to high school programs for deaf students nationally. Second, in the belief that educational diagnosis and measurement are essential to effective instruction, NTID has devoted a major effort to the development of tests of academic and communication abilities of deaf students. These have become the cornerstone of curricula in the communication, mathematics and science areas. Third, NTID has achieved national eminence in the use of technical media for instruction of deaf students, based in large part on research and development activities which blend advanced technology with expertise in instructional considerations. Lastly, NTID is looked upon for leadership in setting standards for special instructional services to mainstreamed deaf students at all educational levels. These services have their foundation in research, development and evaluation.

NTID has developed several major initiatives in response to current issues. These issues relate to maintaining curricula that are technically relevant, the provision of educational outreach services and technical assistance support to external audiences, the optimization of enrollment in the post-rubella years, and affirmative action programming for staff and students.

Several program efforts are underway to prepare students for employment and keep curricula abreast with technological change. These include the identification of the causes for students exiting NTID without any form of certification and the development of action plans to address those causes that NTID can influence. New curriculum options are being explored and designed, including a Basic Skills program, an Associate degree in Occupational Studies, and a one-year preparatory program in each of our three technical schools. Over time, the percentage of deaf students in RIT baccalaureate and master's degrees has remained essentially unchanged while RIT's standards have risen in response to increasingly sophisticated technology. Articulation agreements with other RIT colleges and support units will ensure that there is no decrease in the percentage of deaf students matriculated in other RIT colleges. New initiatives will be developed to facilitate more thorough mainstreaming of deaf students in co-curricular activities, dormitory programming, and social functions. Finally, technical curricula will continue to be modified to ensure that they remain in step with technological change and the needs of the nation's employers. This includes ensuring that appropriate technology is available in the learning laboratories. For example, Computer Assisted Design and Computer Aided Manufacturing in engineering and science, computer graphics in visual communication, and the office of the future in business careers.

NTID's primary post-rubella outreach effort is to become an educational change agent by disseminating applied research findings, generalizable curriculum products and processes, and training professionals to utilize them. Those trained will receive technical assistance as they implement what they learn in their home settings. Services will be provided to educators in primary, secondary, and other post-secondary programs for deaf people, employers of deaf people, deaf adults, deaf RIT alumni, parents of deaf individuals, and rehabilitation and placement professionals.

To optimize enrollment in the post-rubella years, articulation agreements will be implemented with community colleges that facilitate the transfer of students. This is in response to the fact that the numbers of transfer applications have increased from 1 in 5 to 1 in 3 in the past year. Recruitment marketing strategies will be developed and modified to ensure enrollment targets are met with students who satisfy NTID's admissions criteria. This includes provision of workshops on career options and career decision-making in residential and mainstreamed settings. Summer outreach experiences will be offered to high school sophomores and juniors which will provide students with basic career decision-making skills and career exploration experiences. Workshops and short courses will be provided to deaf adults and alumni so they can maintain or enhance their careers. NTID will continue to develop strong working relationships with the Council of State Administrators of Vocational Rehabilitation and the National Association of State Director of Special Education. These efforts are directed toward providing information to key professionals who facilitate the career development of young deaf people. Finally, we recommend that the legislation be amended to allow NTID to admit foreign students at full cost.

Affirmative action efforts related to students and staff will include the updating of institutional affirmative action goals and the design and implementation of strategies to achieve these goals.

In summary, we are very proud of our accomplishments at NTID, but by no means are we satisfied. We look with eager anticipation upon our new initiatives in the hope that the problems that we have identified will be solved. At this point we have little time to discuss the GAO report, but we would like to submit our comments for the record.

Mr. Chairman, my colleagues and I will be pleased to answer any questions you may have.

National Technical Institute for the Deaf

Comments on the GAO Report for the Record

In general, the data in the GAO report are accurate and comprehensive. However, we feel strongly that judgement was sacrificed to objectivity. The GAO spent ten months studying NTID, and yet offered no evaluation. It was our impression from discussions we had with them, that they were very impressed with the way we operated and with the extensive management information that we routinely collected and monitored as a normal way of doing business. Yet when the final draft was issued there was nothing said about quality and little qualification of the data presented. Consequently, the report is potentially misleading to the uninitiated reader as an article in a recent Higher Education Daily (HED) publication demonstrates. The essense of the article suggests that the costs at NTID are extremely high with no mention of the often quoted GAO statement, "Because of the lack of baseline information on the costs of deaf education, we cannot judge the reasonableness of NTID's costs." This is an understandable omission on the part of HED because there is no mention of this qualification in the Executive Summary of the GAO Report, but rather it is buried in the text of the report.

Additionally, it was well understood by the GAO that our costs were high due to the extensive time, human effort and support costs necessary to educate deaf students. Since we feel that the report did not adequately qualify these costs we are submitting them for the record.

The total cost per student in FY82 as reported by the GAO was $19,712. (Note: GAO figure was $19,771. To the best of our knowledge, this is a typographical error.) It includes all the extensive support costs deaf students need and incorrectly includes the costs of our other missions of research, information dissemination, and training while at the same time excluding all the countless publics served by these other missions. If the costs of these other missions are removed, the cost per student becomes $13,936 based on appropriation and $15,554 based on total obligation.

The individual cost components are higher than those of other institutions serving the hearing for many reasons. Our analysis of each component follows:

A. Instruction: The cost per student of instruction was $5,995.

  1. The student/faculty ratio of 9:1 is 3 to 4 times lower than the comparison groups because of the need to allow faculty time to deal individually with students. Deaf students require a great deal of after-class individual coaching.

    a. Though there are no valid comparisons on this score Gallaudet and the State Residential High Schools are the most comparable as they serve deaf students exclusively. Their student faculty ratios are 7:1 and 5:1.

2. There is a large amount of remediation necessary to prepare our students for technical programs and the advanced professional programs offered by RIT.

3. There is the need for a lot of formal individualized instruction due to the wide range of abilities of our students

4. Technical Education costs more than the Liberal Arts education offered at many of the institutions that we were compared to for the following reasons:

   a. Labs require smaller classes due to the limited number of work stations. For example, the number of drafting tables that will fit into a classroom is limited.

   b. Lab equipment requires a large fixed investment and periodic replacement to keep up with changes in technology.

   c. Equipment intensive labs require set-up and maintenance personnel.

   d. The manufacturing processes lab, for example, requires approximately 1600 square feet, yet only accommodates 8-12 students because of the size of the machinery and for reasons of safety. Additionally, the costs are high because of the need for reinforced flooring and sound proofing.

   e. The technical faculty cost more because they come primarily from business and industry.

B. Academic Support: The cost per student of academic support was $4,809.

1. There are a number of extraordinary costs associated with educating the deaf students if they are to compete in the mainstreamed academic programs of RIT:

   a. Interpreting ($797)
   b. Student note taking ($172)

2. Additionally, Academic Support includes instructional media required by classroom teachers to present materials to visually oriented students and communications systems support for communication assessment:

   a. Classroom Media ($900)
   b. Systems Support ($395)

3. NTID also has the mandate to develop new and imaginative instructional technology to help other educators of the deaf nationally:

    a. Instructional Technology for broader consumption ($394)

4. Lastly, because 80% of NTID's faculty and staff come from outside the field of deafness, and 50% of the faculty come from business & industry, an extensive amount of Training is required:

    a. Training ($336)

In summary, ($3,384) or 68% of the costs of academic support are explained by the above extraordinary requirements. If these costs are removed from the total costs, the academic support cost per student is reduced to ($1,791) which is 6 times higher than public and private 2 year Vocational-Technical Institutes and 4 times higher than those of RIT.

C. Student Services: The cost per student of student services was $3,018.

1. These services are provided at a level not required at other colleges for hearing students, because deaf students lag 3 to 4 years behind their hearing peers in the development of personal social skills, career decision making skills, communication competencies and basic skills in math, science and english:

    a. Psycological services ($118)
    b. Advising and assessment ($369)
    c. Academic Counseling ($457)
    d. Student Life ($216)
    e. Basic Skills Development ($162)

2. Additionally as a National Institution, NTID strives to have national representation which requires extraordinary recruitment efforts:

    a. Recruitment ($155)

3. Lastly, with NTID's primary mission being employment, a tremendous amount of extra energy and expense goes into finding jobs, training employers and helping them design jobs doable by the deaf. Also, large efforts are expended following up on our students to see if they are in fact satisfying the needs of the employers:

    a. National Center for the Employment of the Deaf ($273)

In summary, ($2,086) or 67% of the costs of student services are explained by the above extraordinary requirements. If these costs are removed from the total costs, the student service cost per student is reduced to ($1,298) which is 4 and 5 times higher than private and public 2 year Vocational-Technical Institutions and 2 times higher than those of RIT.

D. Institutional Support: The cost per student of Institutional Support was $2,576.

   1. The costs associated with institutional support are primarily a function of the number of faculty & staff supported, rather than students. While NTID's costs are three times higher than the comparison groups, our student/faculty ratio is 3 to 4 times lower. Therefore, NTID's expenditures are in line.

E. Operations and Maintenance: The cost per student of Operations and Maintenance was $1,518.

   1. The year in question includes a $500,000 extraordinary expense for remodeling. These renovation costs were incurred to accommodate the large increase in students due to rubella.

   2. The costs associated with this category are solely a function of academic square footage. When looking at the most recently completed year, FY84, the operations and maintenance cost on a square footage basis was:

      a. RIT ($4.05/sq. FT)
      b. NTID ($4.63/sq. FT)

This difference of approximately 14% is primarily attributable to the fact that all of the NTID space is air conditioned whereas the majority of the RIT buildings are not. The fact still remains that NTID pays approximately twice as much as RIT on a per student basis, which implys that NTID has considerabley more space per student than RIT. However, this stands to reason when you consider our class sizes are 2 & 3 times less than RIT's and we have more staff to house.

F. Research: The cost per student of Research was $896.

   1. The public and private two-year vocational-Technical institutions with which NTID was compared do not have broad mandates for research. RIT's research costs are somewhat masked by the fact that individual faculty members do research which is not separately costed out.

G. Public Service: The cost per student of public service was $814.

   1. NTID is required by law to keep several significant publics informed about itself, including prospective students, the deaf community at large, parents of deaf people, educators of deaf people, other educational institutions, rehabilitation professionals, government agencies, both houses of Congress

and employers. It is also required by law to train professionals to serve the special needs of deaf people:

a. A.A.S. program for Interpreters ($207)
b. 75% of Public Affairs ($393)
c. National Project on Career Education ($46)

In summary ($646) or 79% of the costs associated with thir category are for the above extra-ordinary services. If these costs are removed from the total costs, the public service cost per student is reduced to ($168) which is 3 and 19 times higher than public and private 2 year Vocational-Technical Institutions and the same as RIT.

There are two errors that we found in the body of the GAO Report. They are as follows:

A. typographical error on page 90 of the report. It should read as follows:

Type of Interpreting Service	Number of Hours	Percent of Total Hours
In-class	37,349	80.6
Extracurricular	7,396	16.0
Administrative	1,579	3.4
Total	46,324	100.0

B. NTID's attrition rates were misinterpreted by the GAO on page 98 of the report. The correct attrition rate on total enrollment for the academic year 1982-83 was 19.4 percent and was calculated as follows:

	FY83 1982-83
Fall 1982 Enrollment	993
Winter 1982 Enrollment (includes 27 off-term)	937
Spring 1983 Enrollment (includes 27 off-term)	896
Graduates who left	(124)
Remaining at end of Spring	772
Fall 1983 Enrollment	1260
New students in Fall 1983	540
Returning students in Fall 1983	720
Off-term entry replacing Attrition throughout year	54
Attrition end of 1st Qtr 1982	56
Attrition end of 2nd Qrt 1982	41
Attrition end of 3rd and Summer 1983	52
Total Attrition 1982-83	203
% Attrition 1982-83	19.4%

The attrition rates in each program, as outlined on page 99 of the report, are accurate but bear little relation to the general attrition of the institute. Student attrition by department is most indicative of career changes that over half of our graduates experience. They may leave one program and enter another one.

SUPPORT TO OTHERS SERVING THE DEAF

Question: As you know, the number of formally organized post secondary programs for the deaf has increased significantly in the past 15 years. Because of your mandate for outreach and technical assistance, you must be called on frequently to assist these programs. What specific types of assistance do you provide, and what specific programs have you worked with in the past year?

Answer: Assistance provided to other post-secondary institutions and/or professionals serving the deaf are as follows:

A. Training:

Programs	Audience/Location
1. "Doing Business with Business," a day or half-day program for Vocational Rehabilitation counselors and placement personnel. This program emphasizes marketing and employer development strategies.	1. Institute on Deafness, Northern Illinois University, DeKalb, Illinois.
2. Marketing of Hearing-Impaired Business Students	2. Thirty members of the Eastern Business Educators Association, Boston.
3. NTID Internship Program	3. Fifty-four interns from 32 American and 7 Foreign colleges.

B. Presentations to Professional Organizations

Persons	Title, Description, Audience
o Battaglia, M.	o "National Survey on Support Services for the Deaf." National Conference of Association of Handicapped Student Service Programs in Post-Secondary Education.

o Bondi-Wolcott, J.	o "Support Services Needs of Hearing-Impaired Students: Perceptions of Faculty and Students." National Conference of Association of Handicapped Student Service Programs in Post-Secondary Education.
	o "The Hearing-Impaired Student in your Class." National Conference of Association of Handicapped Student Service Programs in Post-Secondary Education.
o Camardello, M. & Inzinga, J.	o "How Business Educators Can Can Better Market Handicapped Students (Deaf) and How to Better Satisfy Students' and Employers' Needs." Eastern Business Teacher's Association Annual Conference.

C. Presentations to Schools/Colleges:

o Armour, V.	o "Simultaneous Communication Complement -A Novel Approach to Language Teaching." Michigan State University Deaf Education Program.
o Brooks, D.	o "Educational and Psycho-Social Needs of the Deaf Students in a Hearing University." Faculty/Staff, University of Rochester.
	o "Training/Presentation of Deafness" to the Graduate Department of Special Education, Syracuse University.

o Caccamise, F.	o "Sign language in education: Selection criteria and use in developing communication skills." Central Washington University, Special Education Workshop.
	o "An Overview of NTID: Goals, structure/programs, resources, research, and project." New York University.
o Chandler, B.	o "Effective Health Education for the Deaf", "Wellness: A positive approach to Health", and "Selling Wellness to Administrators." Gallaudet College's Strategies in Health Education for Deaf Consumers Conference.
o Clymer, W.	o "Apple Super Pilot Workshop." Presented as a part of Monroe Community College Teaching Effectiveness Program.
o Crimmins, D.	o "How Teaching Pedagogy Affects Deaf Students and their Writing." City University of New York English as a Second Language Council Conference.
o Jensen, J.	o Faculty Computer Workshops, Salem College.
o Sims, D.	o The use of interactive television technology in communication training." Workshop given at National Council for Graduate Programs in Speech and Hearing Sciences.
o Wilson, J. & Battaglia, M., J., Siple, L. & Avery, J.	o Annual Support Service Workshop, attended by 35 school personnel from several states. These are persons responsible for providing support services to hearing-impaired students in the "maintstream."

o DeCaro, J. J.	o "Some considerations in the placement of hearing-impaired graduates of postsecondary programs." Paper presented at the University of Tennessee Postsecondary Education Consortium Regional Conference on Postsecondary Education, Atlanta, GA.
o DeCaro, J. J.	o "A framework for condering recruitment of deaf students to postsecondary education programs." Paper presented at the University of Tennessee Postsecondary Education Consortium Regional Conference on Postsecondary Education, Atlanta, GA.

In addition to the above, NTID will participate in a conference of the California Association of Post-Secondary Educators of the Disabled at Napa Community College in October, 1985. Information on employment of the deaf, support service needs of deaf students and other NTID programs and technical assistance services will be provided.

D. A sampling of 1983-84 research and professional papers having impact on others serving the deaf:

Albertini, J., Meath-Lang, B., & Caccamise, F. Sign language use: Development of English and communication skills. *Audiology*, 1984, *9*(8), 111-126.

Brown, P., & Dell, G. *The role of inference in effective communication*. Paper presented at Symposium on Cognition, Education and Deafness, Galludet College, Washington, D.C., June, 1984.

Castle, W. E., Jacobs, M. A., Smith, J. M., Kelly, J. K., McMahon, M. A. Aural/oral communication therapies for young hearing-impaired adults. In W. H. Perkins (Ed.,), *Hearing Disorders*. New York: Thieme Stratton, 1984.

Coggiola, D. *The identification and use of levels of importance in text learning by hearing-impaired college students*. Technical Report No. 52, Department of Educational Research and Development, NTID, 1983.

Cox, J. *Factors influencing higher education art faculty attitudes toward four instructional innovations*. Unpublished doctoral dissertation, Syracuse University, 1984.

Crandall, K. E., & Young, M. A. Preliminary report on selected questions asked of administrators of 46 programs for the deaf. Working paper, National Technical Institute for the Deaf, Rochester, N.Y., 1984.

Dowaliby, F. J., & Saur, R. Locus of control profiles of mainstreamed students. Working paper, National Technical Institute for the Deaf, 1984.

Dowaliby, F. J., Enders, M., Schragle, P, & Verlinde, R. A comparison of captioned, classroom, and prose instruction for hearing-impaired learners. American Annals of the Deaf, (in press).

Dowaliby, F., McKee B., & Maher, H. A locus of control inventory for postsecondary hearing-impaired students. American Annals of the Deaf, 1983, 128, 884-889.

Garrison, W. M., & Baumgarten, B. S. Microcomputer applications in basic skills assessment. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, April 1984.

Garrison, W. M., & Baumgarten, B. S. Microcomputers as tools in educational testing. Paper presented at the convention of the Alexander Graham Bell Association for the Deaf, Portland, Oregon, June 1984.

Hayes-Scott, F., & Dowaliby, F. J. Academic motivation to improve writing skills: A comparison of normally-hearing and hearing-impaired students. American Annals of the Deaf, (in press).

Lichtenstein, E. H. Deaf working memory processes and English language skills. In D. Martin (Ed.), Working Papers, International symposium on Cognition, Education and Deafness. Washington, D.C.: Gallaudet College, 1984.

Long, G. Research on schema training to improve comprehension. Paper presented at annual meeting of the National Reading Conference, Austin, Texas 1984.

Long, G., & Aldersley, S. Networking: Applications with hearing-impaired students. In C.D. Holley & D. F. Dansereau (Eds.), Spatial Learning Strategies: Techniques, Applications, and Related Issues. New York: Academic Press, 1984.

Long, G. Aldersley, S. & Truax R. Methods for improving the reading-writing process with hearing-impaired students. Paper presented at meeting of the Alexander Graham Bell Association for the Deaf, Portland, Oregon, 1984.

Low, W. Career Awareness Summer Program literature and materials review. NTID and Gallaudet College, 1984 (available through ERIC and Gallaudet College Bookstore).

Martin, K. & DeCaro, J. Three prerequisites to effective placement: Description and impact report. Job Placement Professional Supplement of the Job Placement Division, National Rehabiliation Association, 1984, Summer and Fall, 32-41.

McKee, B., Stinson, M., & Blake, R. Perceived versus measured communication skills of hearing-impaired college students. Journal of Rehabilitation of the Deaf, (in press).

Newell, W., Caccamise, F., Boardman, K., Holcomb, B. Ray. Adaptation of the Language Proficiency Interview (LPI) for assessing sign communicative compentence. Sign Language Studies, 1983, no. 41, 311-353.

Parasnis, I. Effects of parental hearing status and exposure to early manual communication on cognitive skills, English language skill, and field independence of young deaf adults. Journal of Speech and Hearing Research, 1983, 26, 588-594.

Saur, R., McKee, B., & Neumann, L, A measure of the classroom environment for hearing-impaired learners: The development and pilot of the Learning Environment Scale. American Annals of the Deaf, (in press).

Saur, R. E., Popp, M.J., & Isaacs, M. Action Zone Theory and the hearing-impaired student in the mainstreamed classroom. Journal of Classroom Interaction, 1984, 19 (2), 21-25.

Stinson, M. Motivation factors related to use of support services by mainstreamed hearing-impaired students. Working paper, National Technical Institute for the Deaf, Rochester, N.Y., 1984.

Stinson, M., & Albertini, J. Linguistic and summarization skills in reading text: Suggestions for instruction. Paper presented at the convention of the Alexander Graham Bell Association for the Deaf, Portland, Oregon, June, 1984.

Stinson, M., & Stuckless, E. R. Relations between communications background and perceptions of RTGD and of interpreting. Paper presented at the convention of the Alexander Graham Bell Association for the Deaf, Portland, Oregon, June, 1984.

Stuckless, R. Impact of congenital rubella infection on the educational system. Paper presented at International Symposium on Prevention of Congenital Rubella Infection. World Health Organization, Washington, D.C., 1984.

Stuckless, E. R. and Walter, G. B. Students deaf from the 1963-1965 rubella epidemic begin to enter college. Volta Review, 1983, 85(6), 270-278.

Subtelny, J. D. Integrated speech and hearing for the hearing-impaired adolescent. In N. J. Lass (Ed), Speech and Language: Advances in Basic Research and Practice. New York: Academic Press, 1983.

Camardello, M., & Pike, D. Microcomputer applications for accounts payable and accounts receivable. Business Teachers Association Journal, 1983, 4(1).

Castle, D. L. Effective oral interpreters: an analysis. In W.H. Northcott, Oral interpreting: principles and practices. Baltimore, Md.: University Park Press, 1984.

Castle, D. L. Telephone training for hearing-impaired persons: amplified telephones, TDDs, codes. Rochester, N.Y.: Rochester Institute of Technology, 1984.

Chandler, B. Wellness: a campus moves toward encouraging positive life styles. Health Education, in press.

Chiavaroli, K., & McKee, B. Computer-assisted career guidance in hearing-impaired college students. Personnel and Guidance Journal, in press.

Egelston-Dodd, J. Science for handicapped students (Monograph Series). Washington, D.C.: National Science Teachers, 1984.

Egelston-Dodd, J., and DeCaro, J. The role of special education institutions: NTID as a special program model. Journal of Vocational Special Needs, 1984.

Holcomb, B. Ray, Lang, H., & Basile, M. L. Guidelines for effective communication among hearing-impaired and hearing professionals in small group meetings. *American Annals of the Deaf*, in press.

Lang, H. G., Egelston-Dodd, J. & Sachs, M. C. Science education for hearing-impaired students in eighties: priorities and projections. *American Annals of the Deaf*, 1983, *128*(6), 801-808.

Lang, H., Franks, F., & Albrecht, S. *FOCUS in mathematics: fundamental operation and concepts and their underlying schema*. Lexington, Ky.: American Printing House, 1984.

Liebman Aron, B., Caccamise, F., Outermans, L., Newell, W., Pocobello, D. & Oglia, D. *Technical sign manual 5: Career Education*. St. Petersburg, Fla.: Modern Talking Picture, 1983.

McCabe, H. Community services curriculum for the handicapped. *Volunteer Leadership*, 1984.

Nace, M., Basile, M. L., Cassel, D., Marruggi, E. A., Lang, H. G. and Holcomb, B. Ray. Guidelines for effective communication among hearing-impaired and hearing professionals in small group meetings. *American Annals of the Deaf*, in press.

Newell, W., Caccamise, F., Boardman, K., and Holcomb, B. Ray. *Basic Sign Communication curriculum*. Silver Spring, Md.: National Association of the Deaf, 1984.

Outermans, L., Caccamise, F., Liebman Aron, B., Pocobello, D., Mitchell-Caccamise, M., Newell, W., Meath-Lang, B., & Oglia, D. *Technical signs manual 6: English*. St Petersburg, Fla: Modern Talking Picture, 1984.

Panara, J., and Schragle, P. *Captioning at NTID: Teamwork, techniques, technology*. Rochester, N.Y.: Rochester Institute of Techonology, 1984.

Pocobello, D., & Boardman, K. A diagnostic approach to sign communication evaluation. *The Reflector*, in press.

Ritter, A. L., and Hopkins, K. A. *A deafness collection: selected and annotated*. Chicago, Ill.: American Library Association, in press.

Scouten, E. L. *Turning points in the education of deaf people*. Danville, Ill: Interstate, 1984.

Selier, P. J. Mainstreaming: most revered of sacred cows. *Deaf Notes*, 1984, pp. 3-9.

Sims, D., Newell, W., & Clymer, E. W. Communication training using interactive video instruction: the DAVID system at NTID. *Perspectives*, 1984, *2*(4), 6-8.

Welsh, W. *Assessing the validity of survey data using federal data banks*. Unpublished manuscript, Rochester Institute of Technology, 1984.

Wilson, J. J. The hearing-impaired student on your campus. F. L. Wilson in *Proceedings of the 1983 Conference of the Association on Handicapped Student Service Programs in Postsecondary Education*. Columbus, Ohio, 1984.

OUTREACH PLANS FOR FUTURE

Question: Will your assistance to such programs change in the next few years, and if so, how?

Answer: For the past few years we have been focusing much of our time and energy serving 30 percent more students than normal, due to the rubella bulge. Given that this unusual demand is due to subside in the late 1980's, NTID has embarked on a plan to expand its outreach efforts. Our goal is to facilitate the career development of deaf people by developing and implementing an institutional mechanism(s) for providing educational outreach services to primary, secondary and post-secondary schools that serve deaf people; employers of deaf people; deaf adults and deaf RIT alumni; parents of deaf individuals; rehabilitation and placement professionals; and the other special publics. (See Attachment 1: "Educational Outreach for NTID at RIT: A Preliminary Proposal).

Additionally, this plan will be operationalized in stages as outlined below:

Project Plan

A. Develop a project plan, by 1 November, 1985, for a process that leads to
   (1) Identification and prioritization of outreach audiences and audience segments and validation of their needs.
   (2) Identification of NTID at RIT models, processes and products that can respond to audience/audience segments needs.
   (3) Identification and prioritization of strategies to respond to audience and audience segments needs.

B. The project plan will include major steps and timelines. It will also include a statement of resources necessary to accomplish the activities.

Specific strategies and timelines to accomplish each stage set forth in the project plan are described in Attachment 2: Outreach Development Process.

ARTICULATION AGREEMENT

Question: What are the other post secondary programs with whom you now have formal articulation agreements?

Answer: Formal articulation agreements to facilitate the transfer of deaf students from other post-secondary programs for the deaf to NTID are being designed with Johnson County (Kansas) Community College and St. Paul Technical-Vocational Institute. Plans next year call for expanding these agreements to include the Post-Secondary Education Consortium at the University of Tennessee in Knoxville, Minnesota Consortium of Post-Secondary Schools and selected colleges in California and Wisconsin.

TRANSFER STUDENTS

Question: How many transfer students were there among the students who entered your program in the fall of 1984 and from what school did they most frequently transfer (please show number from each of these schools)?

Answer: Below is the list of 56 transfer students for the Fall of 1984 who came from 38 different colleges (16 of the 38 are programs listed in the College Career Guide and 13 out of 56 students were from Gallaudet):

State	College	Number
Arkansas	University of Arkansas	1
Arizona	Arizona State University	1
California	American River College	1
	Ohlone College	2
	Pasadena City College	2
	San Diego Mesa College	1
	Pueblo Community College	1
Connecticut	Northwestern Connecticut Community College	1
District of Columbia	Gallaudet College	13

Florida	Pensacola Junior College	1
	Brevard Community College	1
Georgia	Floyd Junior College	1
Iowa	University of Iowa	1
Illinois	North Central College	1
	Northern Illinois University	3
	Southern Illinois University	1
	Triton College	1
	William R. Harper College	2
Kansas	Kansas State University	1
Massachusetts	Northern Essex Community College	1
Michigan	Monroe County Community College	1
Minnesota	St. Mary's Junior College	1
North Carolina	Central Piedmont Community College	1
New Jersey	Brookdale Community College	1
	Fairleigh Dickinson College	1

New York	Corning Community College	1
	Rockland Community College	1
	University of Rochester	1
Pennsylvania	Mt. Aloysius Junior College	2
	Indiana University of PA	1
Texas	Houston Community College	1
	Alvin Community College	1
	Howard College	1
	Navarro College	1
	Richland College	1
Utah	Utah State University	1
	Utah Technical College (Provo)	1
Wisconsin	Milwaukee Area Technical College	1
	Total	56

ADMISSIONS POLICY

Question: According to your testimony at the hearing your annual attrition rate is about 20 percent. Since you admit students only one time per year, isn't this an ineffective use of resources in the later part of the school year?

Answer: First we admit students throughout the year. In fiscal year 1983 we admitted over 50 students off-term, which minimized the decrease in our enrollment from a fall level of 993 to a spring level of 896. This is only a decline of 97 students or 9.8 percent. This past year off term entry kept the difference from fall term enrollment of 1319 and spring term enrollment of 1161 to 12 percent. Consequently, the fact that we have off-term entry has greatly reduced the effect of our attrition.

Second, your suggestion that this may be an ineffective use of resources is a reasonable one, and that is why we have our rolling admissions policy in place. However, the fact that one or two students leave a class of 12, does not necessarily mean that there are slack resources. Few if any classes are cancelled; they are only smaller.

OFF TERM ENTRY

Question: I understand that one of the problems with multiple admissions times is that your technical courses are sequential. A student coming in the middle of the year would be out of sequence, causing obvious problems. however, couldn't those students be profitably enrolled in general education and communication classes, until they are back on sequence?

Answer: As described in the answer to the previous question, we do have multiple admissions times. You are right that this is problematic, because of the sequencing of courses, and that is why most of our off-term entry students are students who previously attended NTID. However, we are already in the process of implementing pre-technical curricula in each of our three technical schools which will increase our flexibility to deal with increased numbers of students through out the year.

VERIFICATION OF GRADUATE FOLLOW-UP DATA

Question: During one of the meetings with my staff in preparation for this hearing, you mentioned efforts that were being made to work with the social security administration and the internal revenue service to allow better follow up of students. What's the status of that work?

Answer: Completed data tapes have been sent to the Social Security Administration (SSA). These tapes contain information about all students who left NTID (graduates and withdrawals) prior to September, 1982. The SSA will use this information to give us a report on the comparative 1983 earnings of graduates and withdrawals from NTID. Additionally, they will include the average 1983 earnings of graduates by degree, e.g., Certificate, Diploma, Associates, and Bachelor/Master. SSA has projected that this information should be available to us by the end of September, 1985.

Negotiations with Internal Revenue Service (IRS) were much more lengthy than with SSA, but they were recently completed. The IRS information will enable us to analyze the following:

1. Graduate Earnings in 1982
2. Graduate Earnings by Program
3. Graduate Earnings by Degree
4. A comparison of earnings of our Baccalaureate Graduates with a matched sample of hearing RIT Graduates.
5. Unemployment Insurance received in 1982 by the Graduates.
6. 1982 Geographic Distribution of all Graduates.

Data will be on all students who graduated or withdrew prior to September, 1981.

We are waiting for IRS to send us the specifications for our tape that will render it compatible with their system. Once we receive that, it should not take more than a month to construct the tape. Their estimated completion date is late Spring 1986.

We will then use these data to validate the study called "Value added of a Degree as One Measure of Institutional Effectiveness," which was submitted to your staff in May, 1985. An updated version of that report will be available in the Spring of 1986.

Attachment 1

Educational Outreach for NTID at RIT:
A Preliminary Proposal

Submitted by:

Dr. William E. Castle
Dr. Jack R. Clarcq
Dr. James J. DeCaro

February
1985

ABSTRACT

This document is submitted in response to a request from the staff of the Senate Subcommittee on the Handicapped for a proposal regarding how the National Technical Institute for the Deaf at Rochester Institute of Technology (NTID at RIT) might deal with services to populations and audiences other than those deaf people who matriculate at Rochester Institute of Technology. The document summarizes current efforts and proposes a framework, in the post-rubella years, to provide educational outreach services and technical assistance support to primary and secondary schools, employers of deaf people, deaf adults and deaf RIT alumni, post-secondary programs for deaf people, parents of deaf individuals, and rehabilitation and placement professionals.

NTID's primary outreach effort is to become an educational change agent. NTID will share its applied research findings, generalizable curricular products, models and processes and train professionals to utilize these products and processes. Those who have been trained will receive technical assistance as they attempt to implement what they have learned in their home settings.

THE RATIONALE

Very early in its history, the National Technical Institute for the Deaf at Rochester Institute of Technology (NTID at RIT) established the following principle with respect to outreach: products, processes and models to be disseminated must be proven to be effective with the population NTID was intended to serve. It was decided that NTID's authority should be based upon demonstrated success.

The concept of outreach is not new for NTID. NTID's outreach charge can be traced to the Policies, Guidelines, and Application Procedures for NTID (March 1966). The Guidelines directed that the sponsoring institution (RIT), through NTID, should make "...its facilities available and assist in the development of professional training programs for the preparation of a) academic, technical and vocational teachers of the deaf including opportunities for field and practicum experience; b) rehabilitation specialists in the area of the deaf and c) guidance and employment counselors for the deaf. The Institute should make available its facilities, student population and the professional know how of its staff for the supplementary and special training of: 1) psychologists, 2) audiologists, 3) social workers, 4) others."

The organization of applied research and dissemination of results is also put forward in the Guidelines. The Guidelines state that "the Institute shall be organized to investigate problems having to do with the social, educational, and economic accommodation of deaf people, including evaluation and improvement of teaching techniques as these relate to the educational goals of all deaf students wherever taught."

The Guidelines, therefore, describe a basic charge for outreach activities. This charge relates to provision of training for external audiences, the sharing of research results and provides for making the professional expertise of the NTID staff and the use of facilities available to those external to the Rochester Institute of Technology. NTID was conceived to be a national resource by those individuals who established it.

NTID's outreach responsibilities can also be traced to NTID's eight basic responsibilities. These eight basic responsibilities were adopted by RIT in 1967, with the endorsement of NTID's National Advisory Group and of the then Department of Health Education and Welfare (DHEW) and relate to the charge which RIT accepted through its agreement with the DHEW. Three of the eight responsibilities relate directly to instruction and social accommodation, but the other five focus on outreach. The ones relevant to outreach are,

1. To encourage qualified deaf students to pursue graduate studies at RIT or elsewhere.

2. To conduct research into the occupational and the employment related aspects of deafness; into the educational, social and psychological aspects of

deafness; and into the communication skills and needs of deaf persons.

3. To develop and evaluate new imaginative instructional technology for application in the education of deaf students.

4. To conduct training programs, seminars, and short courses relating to deafness for RIT personnel, for graduate students preparing to work professionally with the deaf, and for other special groups.

5. To disseminate information regarding current NTID practices concerning curriculum, courses of study, special services, and research findings related to those offering programs for deaf children and to the RIT educational community.

AUDIENCES AND APPROACHES

Outreach Audiences

The first audience to be addressed is primary and secondary schools for the deaf and mainstream programs across the United States. It should be kept in mind that the prime targets are deaf students and people who influence the career decisions of deaf students.

A second outreach audience will be employers of deaf people, e.g., employers of NTID graduates and employers involved in the placement and work accommodation of deaf adults nationally. The employer audience includes those who develop and implement employment policies, supervisory personnel, and co-workers of deaf people.

A third audience is deaf adults nationally, including NTID alumni. NTID has a responsibility to share its programs and services with deaf adults as well as with NTID graduates.

A fourth audience includes individuals working with deaf people in other post-secondary schools serving the needs of deaf people across the United States.

A fifth audience is individuals who provide placement services to deaf youth and adults, including rehabilitation professionals.

A sixth and final audience will be parents of hearing-impaired people.

General Approaches

NTID's efforts can be considered from two perspectives. First, NTID can be considered a change agent, and secondly, an information sharing and dissemination agent.

The question has been raised, "What has been the influence of educational products and services on users and students for whom the products have been intended?" In general, educational institutions have had a checkered record in affecting change. Most institutions have focused upon sharing research findings and information via publications in journals, papers at professional meetings, and the like. Sharing information is important but does not often result in interventions that improve existing conditions. A change agent approach impacts directly on the knowledge, skills and attitudes of practitioners, who in turn influence the individuals they serve. In this manner, organizational policies and practices are changed. An educational institution considering outreach efforts must look at the potential for affecting change as a result of both change agent and information sharing approaches.

Change Agent Approach. NTID will share its generalizable curricula products, models and processes, and research findings using a change agent approach. That is, professionals will be trained to use NTID's products, models and processes. NTID, however, will reach out with training only in those areas where NTID has a recognized expertise and where it has demonstrated success. For example, NTID's faculty and staff have developed expertise in the following areas --curriculum and instructional strategies in mathematics and science that can be used to impact on deaf students in secondary education; job development strategies with employers that allows deaf individuals to enter and successfully accommodate to the work place; use of instructional technology to create instructional products that influence the teaching/learning process, including captioning of educational materials; techniques that improve the development of language; strategies that influence the career development of deaf individuals; visual screening procedures that lead to diagnosis of visual problems and identification of education interventions to address the problems; and design of educational facilities for deaf learners. Products, processes and models must have proven to be successful at NTID prior to their dissemination through training. The training can occur as either pre-service or in-service training at NTID or elsewhere. Those receiving training will need, and be provided, technical assistance as they attempt to utilize products, processes, and models in their home settings.

Information Dissemination Approach. NTID will also engage in educational extension by disseminating print and non-print products. In addition, NTID faculty and professionals will share their knowledge by making presentations at professional conferences and workshops. It should be noted; while information sharing is important, it does not have the potential for changing the conditions of deaf people evidenced by the change agent approach.

efforts will therefore be directed towards a change agent approach. For each of the six target audiences, NTID's outreach approach will be as follows (under each approach are selected examples of current activity):

Change Agent Approach		Information Dissemination Approach	
Pre-service Technical Assistance	In-service Technical Assistance	Print and Non-print Products	Conferences and Workshops
o Educational Specialist program	o Professional and graduate internship o Tutoring/Note-taker Training o National Project on Career Education o Curriculum Consulting	o Orientation to Hearing Aids o "The Untapped Resource" o Journal Articles	o Captioning conferences o Paper presentations

AUDIENCE NEEDS/OUTREACH STRATEGIES AND APPROACHES

The different audiences are presented below for our outreach efforts.

For Primary and Secondary Schools

Over the past 17 years NTID has learned much about the math, science and English and career development competencies needed by deaf people to successfully select and negotiate a post-secondary education. NTID's Mathematics, Physics, Communication, and Personal/Social skill development curriculum, as well as its career education programs, have been developed to improve the basic skills, career decision-making competencies and personal/social skills of deaf RIT students. The joint Educational Specialist Program with the University of Rochester prepares teachers with subject matter expertise to teach secondary level deaf students in content areas and in the delivery of appropriate educational support services.

NTID proposes systematic educational extension efforts in the post-rubella years, to provide secondary and primary schools with curriculum and materials that have been tested at NTID. Further, NTID proposes sharing its expertise in curriculum development, educational product devel pment and instructional development with secondary and primary schools. In certain instances, it will be necessary to adapt programs, in response to student needs.

For Employers

NTID has provided technical assistance to employers through its National Center on Employment of the Deaf. For example, in FY84, 204 managers and potential managers of deaf people were trained in techniques related to accommodation of deaf workers in the work place. In addition, 55 additional employers received targeted strategies to open employment opportunities for deaf people in the printing industry. These workshops are part of NTID's efforts to prepare the workplace for the hearing-impaired employee.

NTID proposes marketing the workshops it currently offers to employers and moving away from the direct provision of training services to employers. Rather, NTID will become an agent for training trainers, i.e., training trainers to use our packages to build the skills of line managers and supervisors of deaf workers. This would allow NTID to use its resources to train service deliverers rather than continuing to be a primary deliverer of services to managers and supervisors.

For Providers of Placement Services

NTID has an excellent record of placement of deaf RIT graduates in business, industry, government and education. Part of this success is due to the quality of placement services offered to deaf RIT graduates. In effect, NTID has been "doing business with business" for the past 17 years and has developed a variety of strategies that have proven to be very successful. For example, NTID has developed a training program for vocational rehabilitation and job-placement counselors that utilizes a marketing approach. This workshop carries continuing education credit and was offered to 55 rehabilitation and placement counselors in FY84. NTID proposes the refinement of this workshop and its offering, on a national level, to placement and rehabilitation counselors. This would address the need of these individuals to develop or refine skills to successfully place clients in the economic mainstream.

For Deaf Adults and Deaf RIT Alumni

For the first time in the history of NTID, there are more deaf RIT alumni than there are deaf people enrolled at RIT. Data collected from graduates via the NTID Alumni Feedback Questionnaire, and through individual consultation services, indicate that alumni need continued career development services and continued career advisement services.

NTID proposes to develop and implement a system for providing for the continued career development of deaf RIT alumni and other deaf adults. The system must be developed within the following context; NTID will generally not be able to provide all such services on the RIT campus, i.e., expect alumni and deaf adults to leave their place of residence and/or place of employment and come to Rochester, New York to receive services. NTID will need to consider innovative uses of technology to provide educational extension to deaf adults, e.g., telecourses, interactive computer networking and the like.

For Post-Secondary Educators

There has been an expansion of the number of post-secondary education opportunities for deaf youth at community and technical colleges. Many students from these programs transfer to NTID (currently over 20% of deaf students entering RIT have some post-secondary educational experience). These institutions do not, however, have experience in responding to the unique educational needs of deaf individuals. NTID has much to offer these programs by way of training with regard to delivery of services to deaf people.

Twenty percent of NTID's students are fully mainstreamed into the other colleges of RIT. To support these students, NTID has developed and offers tutoring, notetaking and interpreting services. Further, NTID provides extensive counseling and career advising to these students. NTID has played a primary leadership role in the delivery of such services on a large scale to hearing-impaired students. We therefore have much to share with universities and colleges that have deaf students mainstreamed into their classes.

NTID proposes developing a systematic educational outreach service for community and technical colleges and for colleges and universities that provide educational opportunity for deaf people. NTID will do so by building upon its 17 years of experience in providing services to deaf people in self contained and fully mainstreamed classes.

Parents

Interaction with members of one's immediate family contributes heavily to the formation of a personal value system, which in turn influences the manner in which decisions are made and life goals established. Parents need to be assisted in fostering the career development of their deaf children. This pertains to educational placement at the elementary, secondary and post-secondary levels, and to employment. NTID proposes training parents to systematically facilitate the career development of their deaf children.

CONCLUSION

NTID's responsibility to assist others engaged in the education and employment of deaf people is part of its basic mission and is detailed in the guidelines and legislation that established NTID.

There is a need for NTID to remain mindful of its many publics. As a national institution NTID has responsibilities that go well beyond the walls of RIT. Educators of the deaf, parents, employers, alumni and others need NTID's counsel, and with the passing of rubella, energies need to be refocused on the above groups. This is not to say that these groups are not being responded to, but rather to say that NTID will have the capacity to do more in the future.

Attachment 2

OUTREACH DEVELOPMENT PROCESS

Step A. Steering Committee Develops plan

- Appoint Project Director
- Appoint Steering Committee
- Develop a project plan
- Present plan to Dean; Associate V.P.; Director of Public Affairs
- Discuss plan with Executive Administrative Committee (EAC)
- Implement plan

Steering Committee Membership (Jim Carroll, Chairperson of Steering Committee and Project Director)

Elementary - Post-Secondary
Harry Lang
Judy Egelston-Dodd

Employers/Providers of Placement Services
Chris Licata
Karen Hopkins

Parents/VR
Al Hurwitz
Kathi Martin

Adults & Alumni
Tom Raco
Howard Mann

General Public
Marie L. Raman
Ken Nash

Roch Whitman
Don Baker (CCE) *ex officio*
Bob Baker

Step B. Audience Subcommittees Determines Needs and Determines Strategies

- Appoint Subcommittee Members (each Subcommittee shall have two Steering Committee members and the Steering Committee shall select other members of the Subcommittee)
  1. Elementary/post-secondary
  2. Employers/providers of placement services
  3. Parents/VR
  4. Alumni/Deaf Adults
  5. General Publics

- Responsibilities of Each Audience Subcommittee
  1. Identify perceived needs of each audience segment.
  2. Identify the status quo,i.e., NTID at RIT models, processes, products that can respond to perceived audience needs.
  3. Validate needs of each audience segment(s).
  4. Prioritize audience segments.
  5. For each audience segment, identify strategies to respond to audience segment needs.
  6. Prioritize strategies in terms of potential impact, time/resource requirements etc.

Step C. Steering Committee Prioritizes Needs and Strategies

- Prioritize and rank order across audience segments, needs and strategies.
- Present to Dean, Associate V.P., Director of Public Affairs
- Present to EAC
- Present to Director and National Advisory Group (NAG)

Step D. Dean, Associate VP, Director of Public Affairs Determine Structure

- Design outreach delivery structure
- Obtain Critique from EAC
- Present to Director
- Present to NAG

STEP E. Implement

Timelines

1. Input regarding process from Director - by 15 April 1985 (FY85)
2. Critique of process by EAC - by 1 May 1985 (FY85)
3. Discuss process with TAP & CDP manager - by 1 June 1985 (FY85)
4. Select and meet with Steering Committee - by 1 June 1985 (FY85)
5. Present at NTID Staff Meeting the first week of September or October of 1985.
6. Complete and approve project plan by 1 November, 1985.
7. Present project plan to NAG - November, 1985 (FY86)
8. Outreach audiences and needs identified and prioritized - 1 March 1986 (initial draft); 1 May 1986 (final report) (FY86)
9. Outreach strategies identified and prioritized - 1 Dec. 1986 (FY87)
10. Outreach Organizational Structure defined - 1 Feb. 1987 (FY87)
11. Formally Implement - 1 October 1987 (FY88)

Unsolicited Written Testimony
In Support Of
Oversight of Gallaudet College And
National Technical Institute for the Deaf

Prepared for the
United States Senate
Subcommittee on the Handicapped
The Honorable Lowell Weicker Jr., Chairman
July 1, 1985

by

Robert R. Lauritsen, Director
Program for Deaf Students
St. Paul Technical Vocational Institute

St. Paul Technical Vocational Institute (TVI) Program for Deaf Students is pleased to have this opportunity to submit written testimony for the record as part of the Oversight of Gallaudet College and the National Technical Institute for the Deaf. This testimony is presented to provide information that reflects the state of the Postsecondary Education Programs for Handicapped Persons and specifically that portion of the legislation that stipulates not less than $2,000,000 be provided for regional education programs for deaf students.

St. Paul TVI would like to present two broad series of statements. The first series of statements will deal with historical perspectives, cost effectiveness, characteristics of students that are served and relationships with Gallaudet College and the National Technical Institute for the Deaf. The second series of statements will deal with unmet needs. Several of these statements will reflect our very serious concerns about our ability to adequately serve students during the coming school years with a direct relationship to the much discussed rubella bubble and the general popularity of St. Paul TVI and the Postsecondary Education Programs as substantial programs for deaf students to attend.

SERIES NUMBER 1.0

1.1 HISTORICAL PERSPECTIVES

Postsecondary Education Programs for Handicapped Persons grew out of initiatives of the Bureau of Education for the Handicapped and the Rehabilitation Services Administration. These two agencies responded to national priorities of the mid-1960's that emphasized the need for one National Technical Institute for the deaf and regional postsecondary programs for deaf students in intergrated settings. NTID became a reality in 1965. Regional education programs for deaf students became a reality in 1968-69 through five year research and demonstration grant awards jointly funded and administered by the Bureau of Education for the Handicapped and the Rehabilitation Services Administration. The original three programs funded under this arrangement were California State University at Northridge (CSUN), Seattle Community College and St. Paul TVI. The support service model developed by these programs in regional locations in institutions that historically served only hearing students proved successful in breaking down discrimination barriers, breaking down stereotyped job opportunities for deaf persons by opening up new training opportunities, creating wide-spread institutional and community awareness of deafness, serving as an exemplary model of support services for handicapped individuals to be replicated by other programs, and in other ways reaping the advantages of mainstreamed education.

CSUN, Seattle Community College and St. Paul TVI worked with government officials and Congress in successfully accomplishing the authorization for Regional Education Programs for the Deaf and Other Handicapped Persons in the Education for the Handicapped Amendments of 1974. In 1975 the original three programs were funded with specified sums. In 1976 Delgado College in New Orleans was added as a stipulated program. These four programs remained as stipulated programs until 1983. In 1983 Section 625 of now P.L. 98-199 was opened for competition, and Delgado College was replaced by the University of Tennessee.

1.2 COST EFFECTIVENESS

Postsecondary Education Programs for Handicapped Persons are cost effective. For the 1984-85 academic year the Office of Special Education awarded St. Paul TVI Program for Deaf Students a grant of $660,621. Using these funds as the base St. Paul TVI secured additional funds from other sources in the amount of $635,765. The combined budget for providing services was $1,295,116. These dollars provided for the basic post secondary education for deaf students, interpreter training, extensive sign language classes. workshops related to deafness, and public awareness programs.

The federal contribution buys full access into St. Paul TVI which is a $30,000,000 facility with an annual operating budget of $15,000,000 as well as into the entire state-wide area vocational technical education system of thirty three schools with physical plants and combined budgets in the hundreds of millions of dollars. The combination of federal and state dollars funds the support service model which includes preparatory studies, counseling, interpreting, notetaking, tutoring and other related services. The excess cost for educating one student is approximately $3,800 per year dependent upon the variables used in computing costs. Deaf students pay the standard tuition rates, purchase their own books, supplies and equipment and pay for housing accommodations. These costs range from $5600 for Minnesota students to $7100 for non-resident students.

Directors of Postsecondary Education Programs have previously presented Congressional testimony that has illustrated high successful job placement rates and the payback in federal taxes that graduates of programs make in comparison to the cost of training. Two of the current Postsecondary Programs are two year postsecondary institutions, and two are four year Universities. Depending on the length of the training program the excess cost for training paid upfront will be repaid in a few months or a few years.

Deaf students that are enrolled in the four Postsecondary Programs automatically are included in the new technology that the host institutions provide in maintaining state of the art training. As one example Computer Assisted Design technology is now a minimum requirement for persons in Design Technology. Equipment used in this training ranges upwards of $1,000,000 for one training station.

1.3 STUDENT CHARACTERISTICS

St. Paul TVI has served in excess of 1800 students from 43 states, the District of Columbia and Canada since 1969. Students have been enrolled in more than one hundred and twenty five major areas of training. All students use one or more of the support services that are available. Students at St. Paul TVI reflect the average deaf school leaver across America. We are seeing the first wave of P.L.94-142 students. These students are different than students of the past. The majority of our student population are students with profound hearing loss. We are seeing an increase in the number of hard of hearing students applying for admission. We are seeing more students who are different in their communication modes and social behaviors than in the past. The average reading level of entering deaf students is between the third and fourth grade level. Less than five per cent of entering students can handle simple arithmetic computations. Over half of entering deaf students have one or more secondary handicaps. These handicaps include learning disabilities, cerebral palsy, visual impairment, or orthopedic impairment. Many students are socially and/or economically disadvantaged. We are particularly concerned about students who have been sexually abused, and the numbers of students with emotional problems. Less than two percent of our entering students qualify for admittance at Gallaudet College or NTID. The majority of students being served at St. Paul TVI in 1985 would have been served in rehabilitation facilities in earlier years.

1.4 RELATIONSHIPS WITH GALLAUDET COLLEGE, NTID AND THE FIELD OF DEAFNESS

St. Paul TVI has many strengths and notable program features. We are most proud of our ability to well serve students with limited resources. Next we take pride in our relationship with a host of service providers across Minnesota, the Upper Midwest and the United States. St. Paul has been the site of major national conferences in the field of deafness including the organizational meeting of the Conference of Interpreter Trainers and the First National Oral Interpreter Evaluation Certification Workshop. St. Paul TVI has served and continues to serve as a catalyst for the development of new services and programs for deaf persons and for other handicapped populations. Numerous programs across the United States are modeled on St. Paul TVI. Staff members of St. Paul TVI are regular presentors at national conferences in the field of deafness education and rehabilitation. St. Paul TVI is particularly pleased that two national conferences will come to St. Paul in 1987...the Registry of Interpreters for the Deaf and the American Deafness and Rehabilitation Association as well as a regional conference of the Conference of Interpreter Trainers. Our relationships with Gallaudet College and NTID have been solidly established since 1969. Given the disparity of resources we do such sharing as is possible. The College Career Guide published by Gallaudet and NTID was conceived at a meeting at St. Paul TVI. The Directors of the Programs of the six funded institutions in the field of deafness have a formal agreement known as the Council of Directors. This group was responsible for the publication "The Deaf Student in College", and also for a series of regional meetings held throughout the United States on the same topic. Staff relationships between the institutions are excellent. Notable areas of cooperation are in the recruitment, admission and referral process of students. St. Paul TVI counseling staff rountinely assist in the testing procedures required for Gallaudet College and NTID admissions. In process is a student transfer arrangement between TVI and NTID.

SERIES NUMBER 2.0

2.1 UNMET NEEDS

St. Paul TVI along with the other Postsecondary Education Programs, Gallaudet College, NTID and others predicted and foresaw the much heralded rubella bubble. The rubella bubble has affected different institutions in different ways. In the case of St. Paul TVI the rubella bubble is a three year peak for the 1984-1985, 1985-86 and 1986-87 school years.

St. Paul TVI is NOT coping well with the rubella bubble because of limited financial resources. During the 1984-85 academic year we were not able to provide full support services as required by students. We have 44 new prep students on campus this summer. We have accepted 155 students for fall quarter, winter quarter and spring quarter, 1985-86. We have over one hundred applications on hold and are now actively turning students away. We are facing the real possibility of cancelling summer school in 1986. In order to adequately serve students that will be attending St. Paul TVI during the 1985-86 year, and to reach some of the students that are already on hold we estimate we would need an additional $120,000. Given adequate financial resources we would be serving in excess of two hundred deaf students on a daily average which would be the largest number of students we have served in our history.

2.2 We are particularly concerned about the 1986-87 academic year and what our position should be with prospective students, their families, their counselors and their secondary schools. The four Postsecondary Programs designated in the field of Deafness under Section 625 will end the current three year grant cycle on June 30, 1986. Sometime during the winter or early spring of 1986 we will be submitting applications for re-funding.

There are three concerns that emerge as we look ahead:

2.2.1 The four programs are facing open competition again in 1986.

2.2.2 Open competition presents a major problem. Three of the four programs have been operating continuously since the 1960's and have many senior qualified staff. In the open competition process senior staff are a liability since they are more expensive than staff found in a start-up program. This is a serious question that needs to be addressed. We believe certain safeguards should be built into the open competition process so that programs are not penalized for having senior staff that are placed high on the salary schedule but rather rewarded by the expertise they bring to their positions.

2.2.3 The amount of dollars, "not less than $2,000,000 for four regional programs for deaf students" needs to be increased if the current programs are to maintain existing levels of service. The two options are to substantially increase the amount of dollars dedicated to deafness or to substitute a reasonable percent of the dollars available. The Office of Special Education has exceeded the $2,000,000 level for the current grant period. It is reasonable to anticipate they could enforce the $2,000,000 level for the next grant cycle which would mean substantial program reductions for the 1986-87 academic year which will be a peak year for students.

SUMMARY

The Committee can take justifiable pride in its continuing support of Postsecondary Education Programs for the Handicapped. The Programs that have been funded in the area of deafness have consistently provided quality, cost-effective and regionalized education with high job placement rates. Gallaudet College and NTID serve a real purpose for Deaf Americans. CSUN, Seattle Community College, St. Paul TVI and the University of Tennessee have also made a substantial difference in the lives of thousands of Deaf Americans. It is our hope that each of these six institutions continue to improve the lives of Deaf Americans in the years ahead. We welcome continuing dialogue with the Committee and the Office of Special Education in solving mutual concerns in the lives of handicapped Americans.

TESTIMONY SUBMITTED TO THE SUBCOMMITTEE ON THE HANDICAPPED IN CONJUNCTION WITH THE JUNE 11, 1985 OVERSIGHT HEARING ON GALLAUDET COLLEGE AND THE NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Submitted by

Ray L. Jones, EdD, Director
National Center on Deafness
California State University, Northridge

June 28, 1985

This testimony is based upon my 25 years of experience in the National Leadership Training Program, and Director of the National Center on Deafness at California State University, Northrige (CSUN). In this testimony, I wish to (a) briefly review the accomplishments of CSUN in serving deaf students, (b) document the characteristics of deaf students attending CSUN and our record of service to multiply-handicapped and deaf-blind students, and (c) share with you some of our unmet needs and future plans.

BACKGROUND AND ACCOMPLISHMENTS IN SERVING DEAF STUDENTS

Programs on deafness at CSUN had their beginnings in 1960, when Mary Switzer, Commissioner of the Federal Office of Vocational Rehabilitation, invited Dr. Boyce Williams and Mrs. Spencer Tracy to join her in a meeting to consider the needs of America's deaf citizens. Their discussions revealed a most discouraging picture.

. . . . In the previous 100 years, there had been little improvement in the education of America's deaf children. They were still leaving school 6 to 8 years behind their hearing counterparts academically, and with limited vocational training.

. . . . The fields of education and rehabilitation were polarized by the 100 year "oral-manual" controversy.

. . . . The low expectations of teachers, counselors, administrators, and parents presented insurmountable hurdles for deaf students and/or rehabilitation clients.

. . . . There was only one post-secondary program in America prepared to serve deaf students, and only a small percentage of deaf high school graduates were going on to that program.

. . . . Most of America's deaf students were leaving school tragically under-educated, and doomed to a lifetime of under-employment or unemployment.

The challenge was clear: either break the vicious cycle of under-education and under-employment/unemployment, or the Federal Government would need to face the costly alternatives of extensive rehabilitation or lifelong welfare.

Miss Switzer and her committee proposed to break the cycle of under-education and unemployment, by establishing a program that would prepare a "new breed of leaders" in the fields of rehabilitation and education of the deaf. This program would prepare leaders who:

. . . . Have confidence that deaf people are capable and they can succeed
. . . . Know the problems of deafness from infancy to adulthood
. . . . Can see beyond the oral-manual controversy and provide communication best suited to the individual student or client
. . . . Know the resourcess of the deaf community, as well as the resources of government and community agencies and who, through cooperative efforts, can focus these resources on the pressing needs of America's deaf
. . . . Will return to their communities, qualified and prepared to assume key leadership roles in rehabilitation and education agencies where they can bring improved services to deaf students and clients

In 1961, a five year grant was awarded to California State University, Northridge (then known as San Fernando Valley State College), to operate a National Leadership Training Program in the Area of the Deaf. This program has just completed its twenty-fifth year of operation.

In 1963, a "laboratory experience," a typical "skunk works" was introduced, in which students were encouraged to develop "mini-projects" in which community resources would be focused on meeting critical needs of deaf adults, which they had discovered in their interaction with deaf adults in the community. These innovations brought together the resources of the deaf community, State Department of Rehabilitation, education, and business to bring improved services to deaf students and rehabilitation clients.

A few of the innovations and programs initiated at CSUN (now widely adopted throughout the nation), include:

1. A program of adult education for the deaf initiated by deaf students and a local church.

2. Projects demonstrating how the telephone could be effectively used by deaf persons.

3. Programs preparing deaf persons to serve as teachers and leaders in the field of adult education for the deaf.

4. The development of community information and community interpreter referral centers.

5. Formal sign language and interpreter training classes in adult education in university settings, which have given dignity and visibility to the use of sign language as an educational tool.

6. A teacher preparation program initiated at CSUN which broke the tragic pattern of discrimination that had, for 100 years, kept deaf students from being credentialed as teachers of the deaf--it has now enabled more than 150 deaf students to receive teaching credentials and Master's Degrees.

7. An "in basket" workshop for administrators developed for the program has, over the past 20 years, given more than 1,000 public school administrators a better understanding of deafness as they participated in this "simulated" experience with deaf and deaf-blind classmates.

8. Numerous local, state, and national workshops and conferences that have been initiated by CSUN in such areas as:

   a. Adult Education for the Deaf

   b. Telephone Communication for Deaf and Deaf-Blind Persons

   c. Legal Rights of the Deaf

   d. Orientation for Rehabilitation Counselors for the Deaf

   e. In-Service Training for Department of Rehabilitation Counselors for the Deaf

   f. Higher Education for the Deaf--Whose Responsibility?

   g. Parent Involvement in the Rehabilitation of their Deaf Child (TRIPOD)

Dissemination of the above innovations has been extremely rapid, as students in the National Leadership Training Program see these innovations in action on the University campus and in the community, and return to their homes saying: "If they can do it at Northridge, we can do it in New York, Washington, D.C., Florida, Oregon or New Mexico--yes, we can even do it in Ponape, Palau, or American Samoa"--and they do it!

Probably the most significant innovation coming from the Northridge campus, began in 1964, when two deaf candidates were accepted into the National Leadership Training Program, against the counsel of "experts" who warned that few deaf students had ever succeeded in regular college courses, and that it was unrealistic to expect them to succeed in a graduate program where they would be competing with hearing classmates.

At the request of the deaf students, sign language interpreting and notetaking were provided, and with this nominal accommodation, they not only held their own with hearing classmates, but also excelled in many areas.

The CSUN "Model" of integrating deaf students into regular university classes by providing interpreting and notetaking services has, since 1964, been followed by community colleges, vocational schools, colleges, and universities across the nation, and is now spreading into numerous foreign countries. Since 1962, the NLTP programs have graduated 315 students, of whom 107 are deaf.

The presence of deaf classmates added a new dimension to the educational climate of the program. In the two previous classes, there had been 10 hearing students who regarded themselves as "experts" in the field of deafness. Now they had two classmates who knew the problems of education and rehabilitation from first-hand experience. They also demonstrated that, even though they were deaf, they were fully capable of holding their own with hearing classmates.

The 315 graduates of this program, both hearing and deaf (107), have moved quickly into leadership positions in Federal, State, and local rehabilitation and education programs, where they are today, bringing significant improvement into the quality of education and rehabilitation services.

The record of CSUN services to deaf students includes the following:

1. Since 1964, the University has awarded degrees to 550 deaf students--315 of these have been Master's Degrees.

2. Nineteen deaf Master's Degree graduates, encouraged by their instructors, have gone on to successfully complete doctorate programs at major universities across the country.

Since 1964, the CSUN experience in serving deaf students in regular university classes has clearly demonstrated that qualified deaf students, when given nominal support services of sign language interpreting and notetaking, can:

1. Successfully compete with hearing classmates in approximately 500 different university classes each semester.

2. Successfully complete Master's Degrees in an increasing number of academic fields.

3. Upon completion of training, find competitive employment in fields for which they have been trained.

In the process, they are being changed from TAX CONSUMERS to TAX PRODUCERS, and in a few years of professional employment, more than repay State and Federal investments in their education.

All of the above programs and innovations have been accomplished with nominal Federal year-to-year grants and without one dollar of Federal money spent for bricks and mortar.

CHARACTERISTICS OF DEAF STUDENTS ENROLLED AT CSUN

The following information regarding the characteristics of deaf students enrolled at California State University, Northridge, is taken from our Fall 1984 report to the U. S. Department of Education.

1. Approximately 90% have hearing losses ranging from 60 to over 110 decibels in the better ear. About 6% have mild to moderate hearing losses (20-60 db).

2. Approximately 5% report other disabilities. In the past 10 years, 4 students who were both deaf and blind have successfully completed Master's Degrees at CSUN: 2 in the National Leadership Training Program, and 2 in the Teacher Preparation Program.
3. This year, they have come from 24 different states (in addition to California), and 5 foreign countries, as verified in their records of high school graduation.
4. Approximately 15% are minority students.
5. Ninety percent lost their hearing before the age of 3.
6. Seventy-three attended another post-secondary program prior to enrolling at CSUN.
7. Undergraduate deaf students were enrolled in 491 different classes during Fall 1984, in 27 different academic majors
8. At the graduate level, deaf students were enrolled in 10 different graduate programs.
9. Only 18% of the CSUN undergraduate deaf students graduated from residential schools, with 82% graduating from day school classes or regular high schools.
10. Thirty-two percent of the deaf graduate students graduated from residential school programs with 68% graduating from day school classes or regular high schools.

SOURCES OF FUNDING AND COSTS OF SERVING DEAF STUDENTS AT CSUN

Since 1964, funds to provide sign language interpreting and notetaking for deaf students have come from the following sources:

1. Donations from local service clubs
2. State Department of Rehabilitation

   Case Service funds
   A staffing and facilities grant
   A block funding grant

At the present time, there is no direct Department of Rehabilitation funding of support services at CSUN.

With the amendment to the Elementary Secondary Education Act in 1975, Section 625, funds from the Federal Government became available for the first time. The amount of these Federal funds is as follows: 1975 to 1984-1985, $5,220,425.

The State of California has, since 1972, provided "Augmentation" funding to support CSUN programs on deafness. These funds are included in the University computation of costs per student, which for 1983-1984 were $3,309.

Tuition fees at CSUN are $335 per semester for full-time, resident students, and $1,739 for non-resident and foreign students.

FUTURE PLANS AND UNMET NEEDS

For more than 10 years, the CSUN program has worked to achieve the three following major goals:

1. To recruit a "critical mass" of qualified deaf students to insure optimum social interaction between deaf students, and between hearing and deaf students.
2. To obtain adequate, stable funding from State and Federal sources, which would assure deaf students, not only from California, but from across the nation, that support services would be available to them from the time they enter CSUN as freshmen, until they complete their Bachelor's and/or Master's Degrees 5 to 8 years later.
3. To seek private funds to construct a building to house the "non-traditional" functions of the National Center on Deafness at CSUN; since their inception, programs on deafness at CSUN have been housed in temporary bungalows.

We are making steady progress in achieving these three goals, as indicated by the following:

1. In Fall 1984, 201 deaf students were enrolled at CSUN.
2. Federal Funding (REP) comes in three year grants, with the amount of funding fluctuating from year-to-year, and from grant-to-grant. The "Pool" of funds allocated to REP programs remains constant, allowing little increase in funding to meet increased enrollment.
3. CSUN has received more than $3 million from private donors to construct a building to house the National Center on Deafness. An additional $2 million will have to be raised to complete and equip the building.

We have identified the following four programs which are urgently needed, but which cannot be provided at this time without additional funds.

1. A four week summer program which would bring to the CSUN campus. 30-40 deaf students who have just completed their junior year of high school. Our staff, assisted by deaf university students would orient them to the CSUN campus and its resources. These deaf high school students would learn from English, math and science instructors, what is expected of entering students in these subject areas. They would be evaluated to assess their basic skills (in English, math, and science), and in group

counseling, be encouraged to return to their high schools and utilize their senior year to take courses which would fully prepare them to enter the college or university of their choice.

2. The California State University and Colleges is currently increasing their admissions requirements, and have instituted an increasing number of competency tests which are, unfortunately, discriminating against hearing-impaired students. To prepare deaf students to meet admissions requirements and to pass required competency tests, we need to employ special instructors to teach remedial classes in basic subject areas, and conduct small group seminars and workshops to prepare students to take specific tests.

3. California, and particularly the San Fernando Valley, have become the Mecca for an ever increasing number of deaf immigrants from foreign countries. These immigrants desperately need special adult education classes where they can learn American Sign Language, English, basic survival skills, etc. We would like to initiate a "Pilot Adult Education Program" for these deaf immigrants, and employ some of our university deaf-immigrant students to teach these subjects.

4. Since 1964, CSUN has probably awarded more Master's Degrees to deaf students than any other college or university in America. Using the records of these highly successful deaf students, we would like to initiate a cooperative research project with Dr. Hilde Schlesinger of the University of San Francisco, to identify factors in the early lives of successful CSUN deaf students which have contributed to their high achievement and success as adults.

The Regional Education programs have, for more than two decades, demonstrated that they can effectively serve deaf students in a wide-range of integrated classes on a cost-effective basis. They have also demonstrated that graduates from their programs can be competively employed in fields for which they have trained.

Directors of these programs are now at the crossroads and urgently need the help of this Committee to:

1. Initiate changes in legislation (PL 98-199) which will designate, by name, the established REP programs and insure them of continued funding to replace the current instability of three year grants.

2. Initiate changes in legislation authorizing funding for the REP programs to increase available funds from the present $2.5 million to give REP programs additional funds to enroll additional numbers of deaf students, and to make improvements in services.

3. Work to see that Federal regulations of the Rehabilitation Services Administration are strengthened and enforced, to insure that deaf clients choosing to attend one of the REP programs will receive the same level of Rehab support as deaf clients traditionally receive who choose to attend Gallaudet or the National Technical Institute for the Deaf.

In closing, I again want to commend this committee for the thorough study you are making of the post-secondary education of America's deaf students, and for taking time to read this testimony. If California State University at Northridge can provide additional information or assistance, we stand ready to help.

THE
UNIVERSITY
OF UTAH

GRADUATE SCHOOL OF
EDUCATION
DEPARTMENT OF
SPECIAL EDUCATION

MILTON BENNION HALL
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801-581-8121

25 January 1985

Senator Lowell Weicker
Chairman
Senate Subcommittee on the Handicapped
Senate Hart Office Building #113
Washington, D. C. 20510

Dear Senator Weicker:

In a recent telephone conversation with Dr. Karl White of your office, it was brought to my attention that an oversite visit of Gallaudet College is planned and that testimony is being received for that purpose. This action is timely and appreciated by many, many professionals, state legislators, advocacy groups, parents of hearing impaired children, and hearing impaired adults who do not subscribe to the concept of permitting any single institution, namely Gallaudet in this case, to be the sole guardian, advocate, and public trust which affects the lives of hearing impaired children and youth in the United States.

To many of us, the huge financial investment by the federal government in this institution is out of balance and incompatible with the spirit of the American way of life...diversity of educational opportunity, freedom of choice, competition in the free enterprise system, and accountability. The expensive "custom-made" programs that are provided by the Gallaudet enterprises are simply not in step with the future of American education for hearing impaired infants, children, youth considering the significant advances in audiology, education, medicine, and technology.

As you well know, budget constraints, restrictions, cuts in many social and educational programs are being implemented, and there will be more to come. All areas of special education are being affected. We know that all of us must tighten our "fiscal belts" and work together to insure the continuation of federal and state funds to provide sufficient financial assistance to help all areas of special education survive with meaning. The availability then of financial resources requires full accountability of all agencies spending national tax dollars in assisting individuals with disabilities become productive, independent, functional citizens as much as reasonably possible.

Although Gallaudet's FY 85 is unknown to me, it can be assumed, on the basis of past funding patterns, that it will be in excess of 58 million dollars. Surely then you can appreciate the national dilemma of many people and agencies who have no federal support or limited support for educational and social programs for diverse hearing impaired populations, much larger, of course, than the limited population served by Gallaudet college. Postsecondary hearing impaired students who desire to attend regular colleges and universities in mainstreamed settings are obviously being short-changed.

In no way do I discount the need for any reasonable educational services which Gallaudet provides for a particular population of hearing impaired individuals. It is vital for college bound individuals to have this important option. However, it is time for Congress to take a new look at other viable possibilities and opportunities in the education of hearing impaired individuals. It is hoped that the subcommittee's action will be meaningful and productive in this regard. Gallaudet should have no special immunity from close public scrutiny in this endeavor. It should lead to a more cost effective/efficient program.

The concerns which many of us have are listed briefly. An enclosed memorandum with this letter will provide more detail and documentation. Significant ones include:

1. Program Accountability

   Do Gallaudet's practices reflect strict and responsible adherence to its mission? Is this verifiable? Are there areas that need re-thinking and re-defining in view of input from the field? Consider the lack of confidence that the college has from diverse populations nationally. This includes parents, professionals, agencies, and hearing impaired persons themselves.

2. Segregated Services

   At all levels of the program offerings, is the agency realistically preparing students to interface, interact positively with the world around them? Is the educational and social environment conducive for students to become independently and productively involved in the world of work, leisure, and service? Is it a "deaf world" only?

3. Alternative and/or Duplication of Informational and Supportive Services

   Is it not feasible to review Gallaudet's outreach programs and related services such as "Deaf Awareness" and "Schools of the Future" from the standpoint of cost effectiveness/efficiency? Cannot regional, state and local agencies perform these services more cost effectively/efficiently?

4. Perpetuation of the "Deaf Image" "Deaf Heritage"

   False impressions are conveyed to the public; negative rather than positive attitudes are developed and perpetuated. Resentment is generated when the disability is emphasized rather than a person's ability as a valued human being. It is a paradox that a segregated subculture has been created and generated from a hearing loss. In 1985 ought not we be concerned with people being involved with people in a mutually satisfying, creative, productive environment?

5. Federal Aid and Foreign Deaf Students at Gallaudet College

   To what extent, if any, is federal aid provided for students from abroad?

The above-mentioned concerns are only a few of many that have surfaced over the years. It would seem proper that from this preliminary hearing a more thorough study and analysis could be implemented over a longer period of time in order to receive input on a much broader scale from professionals, parents, hearing impaired individuals, members of Congress, state legislators, and other responsible persons and agencies representing divergent points of view.

It would also be pertinent to provide hearings for all other federally established and funded institutions on a national and regional basis. This would include the National Technical Institute for the Deaf, St. Paul Vocational Institute, Seattle Central Community College, California State University at Northridge, Delgado Community College at New Orleans, and any other recently established agencies. Comparative funding patterns, meeting appropriate needs, types of services offered and to whom at what cost would be invaluable for future direction during the latter part of the 20th century and the beginning of the 21st century.

Respectfully,

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Senator Weicker. Again I want to express to you, Dr. Castle, the fact that I think you are a great asset in terms of learning for the hearing impaired in this Nation. Indeed, if I suggested anything, it is that the Rochester Institute might think very carefully on just what an asset you are, both as an asset to them and the Nation.

Dr. Castle. I think we at RIT understood this fact.

Senator Weicker. Well, they will know it when they get the chairman's word here. But I have got a great admiration for you personally and also for your institute.

Again I think there are much larger questions that have been raised here. The aim here is to raise some of these larger questions in this context.

Dr. Castle. We appreciate what you are endeavoring to do by this process.

Senator Weicker. Thank you very much.

The hearing will stand adjourned.

[Whereupon, at 11:15 a.m., the subcommittee adjourned, subject to the call of the Chair.]

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